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SPEECH ACTIVITIES

Vol. VII AUTUMN, 1951 No. 3

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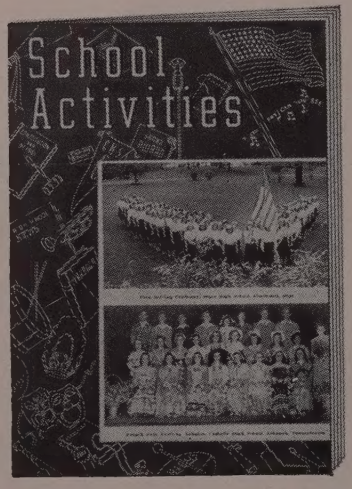

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SPEECH ACTIVITIES

Formerly Debater's Magazine

AUTUMN, 1951

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VOLUME VII REDLANDS, CALIFORNIA No. 2

Strategic Debating*

MRS. NINA D. WOODWARD

In his book, "Strategic Debating" Roy Earle Harlan, Jr., enthusiastically explains all the angles and defends with great skill the type of debating that he and his colleagues used in high school at Barlow, Kentucky, and in Union University, in Jackson, Tennessee. For us to understand the fundamental basis of this method of debating, I shall have to outline briefly several cases which he used while he was in school.

Resolved, that trial by jury should be abolished. On the negative, the most common argument was all cases should be tried by a jury. This was being used too much, so they decided to offer a different plan. This was it — When it was a civil case, it should be tried by a judge; in all others by a jury, a jury trial being a safeguard. It was something new and the opposition didn't know how to handle it, so the negative won. This happened when he was in high school and he admits that they did not follow through as much as they should have, but they were trying out an experiment. However, it worked so well that when he got into college he planned more elaborate strategy.

Resolved, that the powers of the President of the United States should be substantially increased as a settled policy. The usual plan was for the affirmative to show all the benefits of the Roosevelt administration with all kinds of statistics, the negative to show the non-benefits of the Roosevelt administration with all kinds of statistics. Roy and his teammate did it in a different way. They showed that the Constitution gave executive power to the president. Being unlimited it meant all power. In law power means right and not ability. The president's right or power had not been increased. Roosevelt was just clever enough to use more of the power given the President by the Constitution, and since the affirmative said that he was successful, it was not necessary to increase the power of the President. They threw away all their statistics and whenever the affirmative gave evidence of Roosevelt's success they took that as part of their argument and won.

When they got to the affirmative side they decided to present a plan wherein the President was to be given discretionary powers. Mr. Harlan said the beauty of that was it was so vague and indefinite that the opposition became bewildered.

Resolved, that the nations should agree to prevent the shipment of arms and munitions. So many of the negative teams were simply denying everything that the affirmative said in this case that it was beginning to look uninteresting, so they decided to use strategy. They would come out for reduction of arms. Their opponents countered this by saying that if a little reduction was good, the whole would be better. They came back with the illustration, "If our opponent is correct, then instead of drinking two glasses of water before breakfast, we should drink two barrels of water." The judges laughed at this one. The first step in their plan was to admit that conditions were as bad or worse than the affirmative had asserted. In debate, if you concede a point to the other side, you must be careful to show the judge that it is an unimportant point and, therefore, must not be considered. Also you must follow through with strong arguments for your plan. As it happens, conceding this point, which was a strong one for the affirmative but a weak one for the negative, sort of took the "wind out of the sails" of the affirmative and they abandoned this evidence.

There was a common substitute plan floating around the southwest that year and that was government ownership. These men decided that they couldn't use that plan, so they went to work to think up another one. This was it. They hit on the idea of profit. The affirmative plan of no shipment of arms or munitions would take the pronts out of war. It would also take the profits out of peace times. So war and peace would both be unprofitable, no trade —no profit. Now, for a plan that would make peace more profitable than war. Here it is. A one percent tax on war goods in times of peace, a ninety-nine percent tax on goods in times of war. Remember this was not 1951 but 1934-35 when the government was allowing the individual and the corporations to keep some of the money they made. Harlan says this plan might have been bad statesmanship but it was good debating.

For the affirmative argument their plan was to tax in peace times one

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A Review of "Strategic Debating" written by Roy Earle Harlan, Jr., Ace debater on the Union University, Jackson, Tennessee, debating team, 1932-36. Chapman and Grimes 1940.

hundred percent and in war much greater. Thus all shipment would cease. One other clever point that they used was the definition of shipment. They contended that it meant transportation of arms by any means. They would wait until the opposition had accepted the definition, and then they made the point that an army moving from one country to another either by sea or land was a shipment. This would always knock in the head the argument that the affirmative plan would leave many nations defenseless and cause wars of aggression. Today we know that any such rule or agreement would be valueless because of the Hitlers of Europe, but this debating was done in 1934-35 and although it might be poor diplomacy now, it was good debating then.

Their choice debate and to my way of thinking, one of the cleverest works of the imagination came with this topic. Resolved, that Congress should be empowered by a two-thirds majority to override decisions of the Supreme Court declaring laws unconstitutional. The affirmative's strongest point was the 5-4 decisions of the Supreme Court and the weaknesses of the Constitution. The negative's weakest point was the 5-1 decisions. They worked over three plans. First, Congress was to override all 5-4 decisions but no others. This took away the strongest point of the affirmative. Second plan —After the affirmative had said all the things about the Constitution, how bad it was and so forth, the negative would advocate scrapping the Constitution and writing a new one. So everything the affirmative had said was turned against them. These two plans were used in practice debates and seemed too simple to these veteran debaters.

One of the strongst arguments of the affirmative was that their plan would give rapid legislation in times of emergency, but in order to have rapid legislation in emergencies there would be hasty legislation at all times. That was a risk that had to be taken. One of the arguments of a straight negative team was that the present system of allowing the Supreme Court to declare laws unconstitutional gave more deliberation and consideration to all laws. They decided to combine these two ideas and came forth with this pearl of wisdom.

They divided all legislation into three classes; emergency, laws making fundamental changes in policy, laws making changes in government. Each class was to be handled in a different way. You use different shoes for different feet, don't you? You use different medicines for different diseases, don't you? Why not use different methods for different laws? First, the emergency measures. Through a constitutional amendment Congress would be given the right to pass emergency laws with a time limit. This would answer the contention of the other side that emergency measures were too slow in passing. Remember this was debated in 1935-36. For several years now we have been doing just that thing, passing emergency measures with a time limit, and we are doing it without a constitutional amendment. Those boys weren't so dumb. They were just ten years ahead of their times. They put in the constitutional amendment to keep off the attacks of the opposition, but as it has turned out in practice it wasn't necessary. Second, the fundamental changes in policy measures. They suggested that laws after having been reviewed by the Supreme Court and declared unconstitutional should be referred to the people in a referendum and thus the people would check the Supreme Court. That is something we should all think about. Since we have actually adopted the first part of their plan how about this second part? Who knows, maybe ten years from now we will be doing that! This plan took over a point that the affirmative had been making use of, their way was more democratic to have Congress override the decisions. Now, what is more democratic than having the people speak? This plan also avoided the main danger that the affirmative brought out — an unchecked Congress. They stressed the fact that deliberation would be given on questions of fundamental importance. Third, the fundamental changes in government. These were to be changed through a constitutional amendment. Thus they preserved the Constitution and at the same time excluded the chief danger to it of making it too bulky with dead laws.

This elaborate plan worked like magic. Whenever the opposition made a charge all they would do would be to point to their plan. The plan had all the advantages, none of the disadvantages, and some new advantages of the affirmatives plan. It was highly technical, yet it was simple enough to put over. All they had to do to win was to get the judges to see and understand the plan. They did not lose a single debate when they had the negative.

When they debated the affirmative side of the question, they used all but one of the classifications. They combined the last two parts, the change of policy and the change of government, and left off the amendment of the Constitution part of the plan. They kept the emergency the same as for the negative. In regards to the second part any laws that were not emergency but had been reviewed by the Supreme Court and declared unconstitutional were to be referred to the people if Congress had decided by a two-thirds majority to override the decision of the Court. Thus they complied with the question as stated in the resolution that Congress be empowered to override the decisions of the Supreme Court.

They distinguished between position and plan in order to prevent the negative from saying that they had overstepped the question. The check on Congress by referendum was a practical plan of enforcement to make the real thing more efficient. The plan was presented to show that the congressional check on the Court could be made to work without the dangers insisted upon by the negative. By this time it was all so confused in the minds of the opponents that Harlan and his team mate would clear up all questions by merely saying that they were so sorry that the negative did not understand their plan. They showed that their plan was democratic; it improved the system of checks and balances, and gave more time for deliberation of important laws. These last two were the strong points of the negative but these men, through skillful planning, had taken away the candy sticks of their opposition. When some of their opponents wanted to take only part of the plan to refute, they insisted that it had to be taken as a whole or not at all. They warned the judges that the opposition must take all the plan or none of it. They won eight victories out of nine.

Now, what methods did these college men use? What did they do to be so successful? They had many rules. First, they read everything

they could find on the subject. When they were working on the question of the presidential powers Roy read and took notes on a whole year's issue of Time and the Literary Digest, weekly magazines. They read all the biographical books on the lives of the presidents that they could find. Roy read one half of them, his colleague read the other half. When a person reads on a subject constantly for three months, it becomes a part of him. One of their slogans was, "Read yourself full, think yourself empty, and then read yourself full again." After reading and taking notes on everything they read, they would discuss the various aspects of the question. They thought up every angle that another team might use. They didn't overlook anything. If someone got an idea and wanted an authority to prove it, they looked for it until they found it. In the munitions question one of them found in a musty old volume of ancient vintage a reference that France had once canceled a debt. They used that too.

When they read they made a lot of notes. First in a note book and then later on cards. They used this method because many times at the beginning of their reading, material that is not essential will be taken down but it is not what they will need on their cards. Thus they weeded out unimportant things. Also writing the facts twice helped to place them in the memory. The purpose of research is not to be able to read a long list of facts and quotations, but to be prepared for an emergency. In most cases facts are more important than opinions. One member of the team must be a walking encyclopedia. He must have all the facts at his finger tips.

"Plan before you build" is another of his slogans. Have many plans if possible. In tournaments where they have scouts, it is a good policy to have a counter plan which can be sprung on the last days. One time they had a plan which they used at the beginning of the tournament. The other teams and their coaches sat up most of the night planning a rebuttal for this plan. The next day Roy and his team mate used a substitute plan and the opposition was caught napping. In using this sort of strategy, one must be able to decide which plan to leave until the last. If the weakest is used first, the team may be eliminated before the last days. If the strongest is used first, the team will have nothing left for the end. This takes careful study and organization. In presenting a plan, delay giving it until the final constructive speech. This is a point that some people object to. Roy defends it by saying that there are two more speeches after the plan has been presented. It is as fair as holding a trump card as the last card to play. It is as fair as sending in new recruits in the last quarter of football. The advantage though is that the opponent is often so surprised at the plan that he can't find anything in his notes or his head to refute it.

This type of debating does away with what Roy Harlan calls "canned rebuttals." That is the one thing in debating that he hates. He is overjoyed when he can take to pieces a debater who has a canned speech probably written by his coach. By continually springing surprises they did this many times.

If possible get the other fellow's point first and use it to your advantage. Steal his thunder. Debating is not a piling up of many points but the logical proving of a single case. Quality of argument is more important than quantity. Also this procedure will bring on a clash and the two teams will argue on the same issues instead of two widely removed fields of thought.

In debating there must be team work; the only way to debate is to debate; learn logic: be able to recognize a fallacy and be able to prove that it is a fallacy.

The best way to debate is to put up such a powerful offense that you put your opponent on the defense. This is even true on the negative side.

Every debater must realize that the rebuttal is the most important part of debate. If a man can't refute, he can't debate. It is for the rebuttal that you do all the vast amount of reading. If your opponents are the type that present a plan at the last minute you have to be able to think on your feet. You can't have a set memorized rebuttal. If you can't think you are just out of luck, and don't consider yourself a debater until you make a rebuttal without using "canned" stuff.

There is a sort of debate psychology. If you get a reputation that you are a debate winner, you will probably win. Many university teams win because of this. There is a certain self-confidence that a debate team has to have. They must know that they are good. They must brag about it, but if they brag they mustn't let down or become lazy. If you think you are a success you will be a success. Many times the best team has lost because it has lost confidence.

Of course it takes more than self-confidence to be a debater. One must have ability, must be a fluent speaker, clear thinker, and have a pleasing personality. He must not make an emotional appeal unless he is sure he can do it well. The same applies to humor. He can use theatricals sometimes. Occasionally these two, Roy Harlan and James Miller, would resort to something spectacular. Miller would wear a roll brim, senatorial style hat. Harlan discovered that he was a fast talker, so sometimes he would talk as fast as he could. When they debated the Supreme Court issue they carried a three legged stool around to illustrate the three plans.

His definition of a debate is—"a debate is an intellectual combat in which two teams match brains and vie to and fro to see who can present the most logical and acceptable case." Strategic debating takes debating out of the realm of facts and figures and puts it in the realm of original and logical thinking. It is an advanced type of debating. It is more intricate, harder to put over, harder to defeat. It enlivens debate. it encourages keen thinking, it makes debates more interesting, makes people think. develops originality, does away with the canned rebuttal, and it gives debating a more prominent place in college affairs.

Three old and mighty good rules for debaters:

1. Tell them what you are going to tell them.
2. Tell them.
3. Tell them what you have told them.

Delta Sigma Rho has installed a chapter at Grinnell College, Iowa. The installation ceremony was conducted by Dr. Kenneth G. Hance, of Northwestern University. The sponsors of the new chapter are Hazel Moritz and Melvin H. Miller, both alumni members of Delta Sigma Rho at Albion College, Michigan.

The National Forensic League Tournament

By J. EDMUND MAYER, ALHAMBRA HIGH SCHOOL

IT WAS 10:30 Friday night, June 29, when the 1951 National Forensic League Tournament was brought to a close at George Pepperdine College, Los Angeles, California. The Auditorium was filled to near capacity with contestants, friends, and well-wishers. The awards had been given out, but the crowd was reluctant to leave, for we had a very pleasant week together. The evening was a mixture of mingled feelings, some were extremely happy, others were a little disappointed, but none were sad. It was the climax of a year's planned activity, and a week of intensive competition from all sections of the United States.

At no time in the history of the National Forensic League have we had such an ideal physical set up for a national tournament. Over 200 students were housed in the respective dormitories of the College. Meals were served, at nominal cost, from the central cafeteria. The contestants had an opportunity to get acquainted with each other. They not only met each other during contest time, but also during meal time as well as dormitory time. The East met the West; the North met the South, and the West met them all. In other tournaments the contestants were housed in private homes, and they only saw each other during unfavorable times — contest times; but not so at Pepperdine. They had real opportunities to socialize. Many coaches and students expressed themselves and hoped that this will serve as a pattern for other National Tournaments.

Pepperdine College expresses gratefulness for having been selected to be host to such a wonderful and exuberant group. They wished it could be an annual affair at their campus. The following is a letter from Dean E. V. Pollius, Director of the summer session:

Since the beginning of our college, we have taken a great interest in speech activities. It is our conviction that good speech training and rich speech experience are a very important part of the education of modern young people. We believe that skill in speech is a significant factor in training for the responsibilities of leadership.

For these and other reasons we were deeply pleased when the National Forensic League accepted our invitation to hold its 1951 Tournament on our campus. As the Tournament got under way, and we had opportunity to see more of the young people, their coaches, and friends, our joy increased. As guests, these people were friendly, appreciative, thoughtful—indeed, all we could ask of guests for they were immediately a part of the ideal of our campus.

Further, we were favorably impressed with the efficient way in which the Tournament was handled. It was a pleasure to work with Mr. Jacob, Mr. Mayer, and all the others who made the Tournament a great experience for those who attended. If we were able to do anything which made the visit of the National Forensic League to Southern California more pleasant and profitable, we are very glad. The meeting certainly brought something good to our campus.

Number of Entries

The following statistics or box score will give you a bird's-eye view of the number of contestants: the main contest events, number of schools represented, number of states which participated, and the number of coaches which attended:

Number of schools	113
Number of States	26
Number of students	222
Out of state	187
California	35
Number of Coaches	73

	Total	A	B
Debate Teams	32	32	....
Boys' Extemp.	62	27	35
Girls' Extemp	33	23	10
Original Oratory	70	32	38
Oratorical Interp.	80	25	55
Dramatic Interp.	55	31	24
Humorous Interp.	38	27	11
Radio Announcing	82	....	....
Poetry Reading	54	....	....

Column "B" represents the contestant's own choice to enter a second event other than the one in which he won state or N. F. L. title. This is a new policy, and proves to be sound and valuable.

Radio announcing and Poetry Reading was made up of those students who were eliminated during the course of competition. Those two contests, as well as Student Congress, were not started until the last two days of the tournament. They were made up of the eliminated contestants.

Highest Credit Points Earned

The following students and schools earned the highest credit points during the tournament. We list the eight highest students and the seven highest schools. Points are earned by the number of rounds the student participates, and the school earns them by the total number of students entered, and the number of rounds in which they participate.

Students:

Rosemary Skinner, Classen H. S., Oklahoma	133
Frank Dale, Santa Rosa, Calif.	132
Celia Fry, Independence, Mo.	108
Frank Mitchell, Seminole, Okla.	107
Josephine Gridley, South St. Paul, Minn	107
James Elfers, Clovis, Calif.	105
William Condren, Chaminade, N. Y.	103
Gorland Wills, Campion H. S., Wis.	102

Schools:

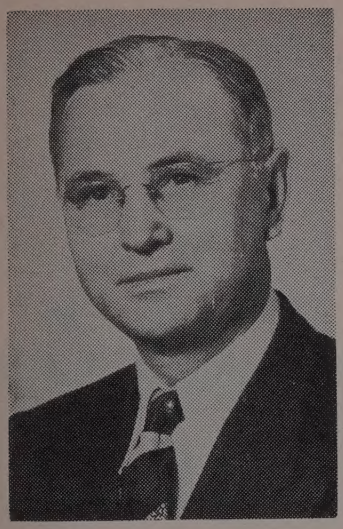
Classen H. S., Oklahoma City	366
Dayton-Oakwood, Ohio	327
South St. Paul, Minn.	292
Los Angeles H. S., Calif.	251
Louisville H. S., Ohio	270
Alhambra-Keppel, Calif.	206
Casper H. S., Wyoming	208

Second Event, Contestants Prove Capable

The policy of allowing each contestant to enter a second event other than the one in which he won the state or NFL title proved productive of high caliber speakers. Frank Dale of Santa Rosa, Calif., and James Elfers, of Clovis, Calif., won championships in their second events. Celia Fry, of Independence, Mo., won second place in her supplementary entry, while Lew Kohn, of L. A.-Fairfax, and Frank Mitchell, of Seminole, Okla., got to the finals in their second contests.

In What Section of the U. S. is the Best Speech Work Done?

Many administrators and coaches, as well as students, have asked the question: In what section of the



PROF. J. EDMUND MAYER,
Alhambra High School

United States is the best speech work done? If winning is a yardstick, and it must be taken as one of them, we can supply the answer as taken from the records of the 17 national tournaments which have been held since 1931. Four of the national tournaments did not have debate as one of their contest events. The other contests, or speaking events, were, Extempore speaking, Original oratory, Humorous Interpretation, Dramatic Interpretation, and Oratorical Interpretation. In 1941 Poetry Reading and Radio Announcing were added, and in 1951 the Extempore speaking contest was divided into boys' and girls' divisions.

In the field of debate the conclusion is very evident. It definitely points not only to one section of the United States, but to one state alone, and that state is Oklahoma. They have consistently won. Oklahoma has been in the finals of 10 out of the 13, National debate finals. She claims 8 championships, and four second places. Maybe her speech techniques are worthy of study. Okkahoma City,—Classen High School —has won four out of the eight championships. Here is the record of the national debate competition.

1931 **Oklahoma**-Kansas.
1932 **Nebraska**-South Dakota.
1933 **Oklahoma**-Kansas.
1934 **Oklahoma**-Illinois.
1935 **So. Dakota**-California
1936 **Illinois**-Missouri
1937 **Oklahoma**-Illinois.
1938 **Illinois**-Oklahoma
1939 **Oklahoma**-Oklahoma.
1940 **Oklahoma**-Iowa
1941 **Oklahoma**-Iowa.
1950 **Texas**-Oklahoma.
1951 **Oklahoma**-Oklahoma.

In the individual events, the field is not so clearly dominated by one section, but has more spread. The four leading states are California, Illinois, Oklahoma, and Ohio. Here is the record of championships won, exclusive of debate, during the last 17 years. There were 96 first places or winners, distributed among the following states:

California	18	South Dakota	2
Illinois	18	Florida	1
Oklahoma	12	Kansas	1
Ohio	11	Nebraska	1
Wisconsin	6	Wyoming	1
Iowa	6	West Virginia	1
Minnesota	5	North Carolina	1
Missouri	4	Kentucky	1
Colorado	4	New York	1
Pennsylvania	2		

The 1951 Tournament

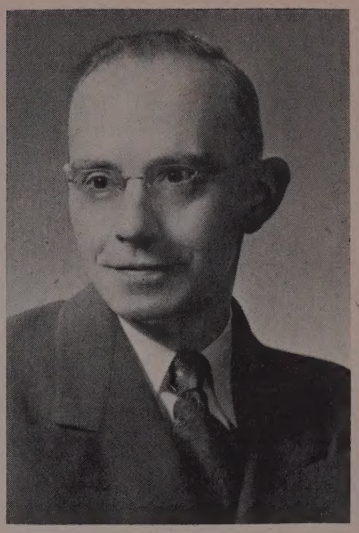
The 1951 Tournament makes interesting study. There were 26 states entered. Eleven states got some of their contestants into the finals. However, California, Oklahoma, Missouri, and Ohio got the most students in the finals. The national pat tern is followed rather consistently. Here is the record of the eleven states who placed students in the finals:

	Debate	Boys' E.	Girls' E.	O. Interp.	H. Interp.	D. Interp.	Original	Poetry	Radio	Total
California	0	3	1	3	3	0	3	0	1	14
Oklahoma	4	1	0	0	1	0	0	2	1	9
Missouri	0	0	1	0	0	1	1	2	1	6
Ohio	0	0	1	1	1	2	0	0	1	6
Minnesota	0	0	1	0	0	1	0	0	0	2
Wisconsin	0	0	0	1	0	0	1	0	0	2
Colorado	0	0	0	0	0	0	0	0	1	1
Indiana	0	0	0	0	0	1	0	0	0	1
Iowa	0	0	0	0	0	0	0	1	0	1
Tennessee	0	0	0	0	0	1	0	0	0	1
New York	0	0	0	0	0	0	1	0	0	1

The first place winners were distributed as follows:

California 4:
- Original Oratory.
- Oratorical Interpretation.
- Humorous Interpretation.
- Boys' Extempore Speaking.

Oklahoma 1:
- Debate.



MR. BRUNO E. JACOB,
Secretary of NFL.

Ohio 2:
- Dramatic Interpretation.
- Girls' Extempore Speaking.

Missouri 1:
- Poetry Reading.

Colorado 1:
- Radio Announcing.

Taking the 14 best students from each state, and allowing 1 point for each round of competition in individual events, and 2 points for each loss, and 3 points for each winning debate, makes an interesting comparison. This method places value on group training, rather than individual competition. The N. F. L. favors this policy very much, in fact, that is the way all district tournaments are run and the respective school determined as winner. It is based on group instruction. Using this measure as a yardstick, here are the five leading states, and their points earned:

Ohio	93
California	91
Oklahoma	82
Missouri	60
Minnesota	53

So, in what section is the best speech work done? In debate it definitely centers in the middle west, especially in Oklahoma. In individual events it seems to center around the following four states: Illinois, California, Oklahoma, and Ohio.

The Student Congress

The Student Congress got under way Thursday morning of Conven-

tion week. It was composed of students who were eliminated during the first two days of competition. A great deal of good was accomplished during the two-day session. The following coaches were the directors of the Senate and House of Representatives:

The Senate

Director: Helen G. Malseed, Mckeesport, Pa. Outstanding president of senate: David Jacobsen, Alhambra-Keppel, Calif. Outstanding members: John Young, Casper, Wyoming; David Jacobsen, Alhambra-Keppel, Calif.; Ellis Eldred, Springfield, Mo.

The House of Representatives

Directors: R. B. Starling, Greenville, N. C.; Anne D. White, Nashville-Central, Tenn.

The Entertainment Side

The highlight of the entertainment centered around five events: the banquet at U. S. C., the sightseeing trip around Los Angeles, dance at the Palladium, evening at Pasadena Playhouse, and the trip to Catalina. The things seen at these places will be hard to erase from our memories. They were entertaining, educational, and inspirational.

The talk at the U. S. C. banquet, by Dr. Lois Evans, Pastor of the First Presbyterian Church of Hollywood, was most impressive. The 453 contestants and friends signified by their five-minute uninterrupted applause that they enjoyed the message by Dr. Evans. It was one of the finest I have ever heard given to young people.

The Palladium is one of the best dance and entertainment houses on the West Coast. Jimmy Dorsey's Orchestra furnished the music.

The trip around L. A. was appreciated by many. One contestant said to me after they got back that the picture of the Crucifixion at Forest Lawn Memorial park was alone worth the price of the trip. Besides Forest Lawn, scores of other interesting things were seen: homes of movie stars, Will Rogers' ranch, the Miracle Mile, Santa Monica beach, etc.

The Pasadena Playhouse was visited by over 200. The Playhouse is nationally famous for its fine work in stage production. Nearly all the visitors were given a trip, after the show, through the playhouse. It was most interesting.

On Saturday a big, comfortable ocean-going steamer took over 200 from Los Angeles Harbor at Wilmington to Avalon, Santa Catalina Island, located in the Pacific Ocean, 27 miles south from Los Angeles, to enjoy the world famous sights of beautiful Catalina.

WINNERS, FINALISTS, AND ROUNDS OF PARTICIPATION

1. Dramatic Interpretation

SUE ROUTSONG,

1. **Sue Routsong, Dayton-Oakwood, Ohio.**
2. Barbara Goedicke, Louisville, O.
3. Rod Reinecke, Howe Military, Ind.
4. Josephine Gridley, South St. Paul, Minnesota.
5. Shirley Locke, Nashville-Hillsboro, Tenn.
6. Cora Brown, Independence, Mo.

(Rounds of Participation)

5 Eve Clavin, Los Angeles-Marshall, Calif.
5 Donovan Cummings, Kenosha, Wis.
4 Kon Keesee, Classen H. S., Okla.
4 George Maisel, Santa Monica, Calif.
4 Sandi Conant, Beverly Hills, Calif.
4 Andy McCollum, Okla. City-Northeast.
4 Ronnie Edwards, Classen H. S., Okla.
4 Nancy Lee Magid, Nashville-West End, Tenn.
4 Doreen Burklund, Kenosha, Wis.
4 Najia Hassen, Sulphur, Okla.
3 Gary Park, Tracy, Calif.
3 Thomas Bottone, Regis H. S., Colo.
3 Loyadell Ferguson, Edmond, Okla.
3 Nancy McKenna, Canton-Lehman, Ohio.
3 Geraldyne Baker, Middletown, Ohio.
3 Jayne Stewart, Fairfield, Iowa.
3 Allen Brady, Casper, Wyoming.
3 Richard Olson, Brown Military, Calif.
3 Marlys Goldammer, Mitchell, S. D.
3 Vera Johns, Great Falls, Montana.
2 Jenonne Walker, Purcell, Okla.
2 Lynn Awan, Beverly Hills, Calif.
2 Donald Schurtz, Houston-Reagan, Tex.
2 Dale Amacker, Fresno, Calif.
2 Phyllis McDandel, Independence, Mo.
2 Jerry Greenan, Great Falls-Catholic, Mont.
2 Nancy Nelson, Longmont, Colorado.
2 Audrey Pollock, McKeesport, Pa.
2 Tom Gruenewald, Sheboygan-North, Wis.
2 Alan Wrigley, Peru, Indiana.
2 Joan, McIntyre, Laconia, N. H.
2 Mayee Jennings, Sarasota, Fla.
2 Janet Thompson, Houston-Reagan, Tex.
2 Joan Pursley, Winchester, Ky.
2 Beverley Kilbride, Hastings, Minn.
2 Samuel Biondolillo, Jamestown, N. Y.

2. Humorous Interpretation

JAMES ELFERS,

1. **James Elfers, Clovis, Calif.**
2. Kon Keesee, Classen H. S., Okla.
3. Stan Smith, Dayton-Oakwood, O.
4. Paul Robertson, Brown Military, Calif.
5. Rebecca Singer, Los Angeles H. S., Calif.

(Rounds of Participation)

5 Ronnie Edwards, Classen H. S., Okla.
5 Paula Schwemm, West View, Penn.
5 Dick Albrecht, Webster Grove, Mo.
4 Charles Mathey, Massillon, Ohio.
4 Forest Fraser, Wyoming, Ohio.
4 David Culton, Dover, N. H.
4 Margaret James, Poughkeepsie, N. Y.
4 Gordon Brockway, Duluth-Cathedral, Minn.
4 Philip Abramson, Omaha-Central, Nebr.
3 Bob Heap, Howe Military, Indiana.
3 Jane Higgins, Good Counsel H. S., N. J.
3 Ellen Chitwood, Edmond, Okla.
3 Donald Schultz, Houston-Reagan, Texas.
2 Najia Hassen, Sulphur, Okla.
2 Barbara Goedicke, Louisville, Ohio.
2 Martha Monger, Fairfield, Iowa.
2 Jerry Carlson, Longmont, Colo.
2 Mayree Jennings, Sarasota, Fla.
2 Rudy Solari, St. Elizabeth H. S., Calif.
2 Taggart Deike, Denver-Regis, Colo.
2 Jayne Stewart, Fairfield, Iowa.
2 Jane Titley, Kenosha, Wis.
2 Jackie Mikelson, Sweetwater H. S., Calif.
2 William Patton, Watertown, Tenn.
2 Carole Brown, Mahtomedi, Minn.
2 Malcolm Wells, Sewanne Military, Tenn.
2 Sonja Palihnick, Cliffside Park, N. J.

3. Boys' Extempore

DAVE FORTNER, Los Angeles H. S.

1. Dave Fortner, Los Angeles H. S., Calif.

2. Carey McWilliams, Merced, Calif.
3. Dale Amacker, Fresno, Calif.
4. Frank Mitchell, Seminole, Okla.

(Rounds of Participation)

6 Robert Kennedy, No. Kansas City, Mo.
5 Louis Kosman, Tracy, Calif.
5 Roger Swigert, Louisville, Ohio.
5 Paul Carroll, Dayton-Oakwood, Ohio.
5 Harold Swain, Laconia, N. H.
5 Don Paul Wills, Miami, Okla.
5 Roger Kasten, Freeport, Ill.
4 Jimmy Cobb, Seminole, Okla.
4 Vic Jackson, Edmond, Okla.
4 Harold Conrad, West Allis, Wis.
4 Irven DeVore, Dallas-Anderson, Tex.
3 Barton Udell, Miami Beach, Fla.
3 Michael Butler, White Water, Minn.
3 Ned Simon, New Trier H. S., Ill.
3 Kaye Kynion, Springfield, Mo.
3 Dmitri Nabokov, Holderness, N. H.
3 Garland Wills, Campion H. S., Wis.
3 Gary Bivkel, Longmont, Colo.
3 Ronald Brown, So. St. Paul, Minn.
2 William Birdsall, Campion H. S., Wis.
2 Paul Hine, Compton, Calif.
2 John Heilbron, San Francisco-Lowell, Calif.
2 Leland Levy, San Francisco-Lowell, Calif.
2 Rodney Fulcher, Greenville, N. C.
2 Joseph Sulak, Cathedral Latin, Ohio.
2 Robert Schwitzgebel, No. Canton, Ohio.
2 Monty Harlow, Springfield, Mo.
2 William Condren, Chaminade H. S., N. Y.
2 David Jacobsen, Alhambra-Keppel, Calif.
2 Carl Hanks, West View, Penn.
2 Charles Harris, Winchester, Ky.
2 David Stickney, Duluth-Denfeld, Minn.
2 Powell Woodward, Wyoming, Ohio.
2 James Arnold, New Trier H. S., Ill.
2 Robert Hunter, Howe Military, Ind.
2 Stanley Hatch, Logan, Utah.

4. Girls' Extempore

1. Marjorie Wright, Wooster, Ohio.

2. Celia Fry, Independence, Mo.
3. Diane Rogaway, Los Angeles H.S., Calif.
4. Jean Wood, South St. Paul, Minn.

(Rounds of Participation)

5 Rosemary Skinner, Classen H. S., Okla.
5 Sally Johnson, Casper, Wyoming.
5 Elma Mathias, Ft. Wayne-Central, Ind.
4 Margaret Sullivan, St. Agnes, N. Y.
4 Audrey Pollock, McKeesport, Penn.

4. Girls' Extempore

MARJORIE WRIGHT, Wooster, Ohio

4 Nancy Nelson, Longmont, Colo.
4 Emily Smith, Kenosha, Wis.
3 Lynn Awan, Beverly Hills, Calif.
3 Muriel Schofield, So. St. Paul, Minn.
3 Mary Byron, Elizabethton, Tenn.
3 Vivian Tom, San Francisco-Lowell, Calif.
3 Mildred Nighswander, Laconia, N. H.
3 Jane Lyon, Dayton-Oakwood, Ohio.
2 Janet Thompson, Houston-Reagan, Texas.
2 Jenonne Walker, Purcell, Okla.
2 Josephine Gridley, So. St. Paul, Minn.
2 Phyllis McDandel, Independence, Mo.
2 Ouida Neill, Dallas-Hillcrest, Texas.
2 Janet Robertson, Cheyenne, Wyo.
2 Carleen Schnieder, Winchester, Ky.
2 Ruth Ruth, McKeesport, Penn.
2 Carol Bird, Logan, Utah.
2 Joan McCormick, Modesto, Calif.

5. Original Oratory

1. Frank Dale, Santa Rosa, Calif.

2. Garland Wills, Campion H. S., Wis.
3. William Condren, Chaminade H.S. N. Y.
4. Celia Fry, Independence, Mo.
5. James Elfers, Clovis, Calif.
6. Delores Hieb, Lodi, Calif.

(Rounds of Participation)

6 Barbara Diekmann, Ottumwa, Iowa.
6 Josephine Gridley, So. St. Paul, Minn.
5 Jack Perkins, Wooster, Ohio.
5 Rodney Fulcher, Greenville, N. C.
5 George Ross, Dayton-Oakwood, Ohio.
5 Arnold Cooper, New Castle, Ind.
5 Rudolph Pringle, Middletown, Ohio.
5 Louis Kosman, Tracy, Calif.
5 Dwight Clark, Fort Collins, Colo.
4 Sally Johnson, Casper, Wyoming.
4 Lew Kohn, L. A. Fairfax, Calif.
4 Ronnie Chase, Seminole, Okla.
4 Joy Eberspacher, So. St. Paul, Minn.
3 Carey McWilliams, Merced, Calif
3 Ruth Briess, Los Angeles H. S., Cal'f.
3 Ralph Schwitzgebel, No. Canton, Ohio.
3 Paul Ward, Salem, Ore.
3 Larry Ambush, Cheyenne, Wyo.
3 Nancy McKenna, Canton-Lehman, Ohio.
3 Peter Zeinler, Lincoln, Ill.
3 Don Aldridge, Springfield, Mo.
2 Dianne Rogaway, Los Angeles H. S., Calif.
2 Brad Thompson, Houston-Lamar, Texas.
2 Rod Reinecke, Howe Military, Ind.
2 Ellis Eldred, Springfield, Mo.
2 John DeBrota, Hammond, Ind.
2 Robert Kennedy, No. Kansas City, Mo.
2 Victor Jackson, Edmond, Okla.

5. Original Oratory

FRANK DALE, Santa Rosa H. S., Cal.

2 Jim Corbett, Casper, Wyo.
2 Elma Mathias, Ft. Wayne-Central, Ind.
2 Jean Wood, So. St. Paul, Minn.
2 Rosemary Skinner, Classen H. S., Okla.
2 Charles Oldham, Blackfoot, Idaho.
2 James Buckalew, Peru, Indiana.
2 Barbara Mitchell, Beattyville, Ky.
2 Jeanette Bunch, Winchester, Ky.
2 Harold Swain, Laconia, N. H.
2 Richard Grisham, Purcell, Okla.
2 Paul Kleppner, St. Basil H. S., Pa.
2 Carole McQueen, Nashville-Central, Tenn.
2 Imo Williamson, Huntington Park, Calif.
2 Grover Hopkins, Sewanee Military, Tenn.
2 Larry Hargrove, School of Oratory, Texas.

6. Oratorical Interpretation

1. Frank Dale, Santa Rosa, Calif.

2. Yvette Montano, San Francisco-Lowell, Calif.
3. Robert Bird, Kenosha, Wis.
4. Lew Kohn, Los Angeles-Fairfax, Calif.
5. Dan Royer, Louisville, Ohio.

(Rounds of Participation)

5 Ruth Briess, Los Angeles H. S., Calif.
5 Melvin Young, Sewanee Military, Tenn.
4 Delores Hieb, Lodi, Calif.
4 Arnold Cooper, Newcastle, Ind.
4 Don Larick, L. A.-Marshall, Calif.
4 William Condren, Chaminade H. S., N. Y.
4 George Beres, Pekin, Ill.
4 John Zanes, Laconia, N. H.
4 Loyadell Ferguson, Edmond, Okla.
4 Marjorie Knapp, Mpls.-Henry, Minn.
3 Dwight Clark, Fort Collins, Colo.
3 Peter Seinler, Lincoln, Ill.
3 Ronnie Chase, Seminole, Okla.
3 William Birdsall, Campion H. S., Wis.
3 Gayle Wilson, Alhambra-Keppel, Calif.
3 Charles Methey, Massillon, Ohio.
3 Dian Seavy, Excelsior, Calif.
3 Barbara Buckels, Newcastle, Ind.
3 Shirley Mardorf, Euclid, Ohio.
3 William Steinbach, No. Catholic H. S., Pa.
2 Mary Ogden, Winchester, Ky.
2 Vivian Tom, San Francisco-Lowell, Calif.
2 Gary Park, Tracy, Calif.
2 Roger Kaston, Freenort, Ill.
2 Barbara Mitchell, Beattyville, Ky.
2 Stan Smith, Dayton-Oakwood, Ohio.
2 Doreen Burklund, Kenosha, Wis.
2 Bob Hean, Howe Military, Ind.
2 Don Paul Wills, Miami, Fla.
2 Donovan Cummings Kenosha, Wis.
2 David Stickney, Duluth-Denfeld, Minn.

DWIGHT CLARK

2 Paul Carroll, Dayton-Oakwood, Ohio.
2 Forest Frasher, Wyoming, Ohio.
2 John Waters, Denver-Regis, Colo.
2 Jeanette Bunch, Winchester, Ky.
2 Rudolph Pringle, Middletown, Ohio.
2 Sonya Hively, Muskogee, Okla.
2 John Stegman, Peru, Ind.
2 Betty Idle, Springfield, Ohio.
2 Geraldine Van Houweling, Oskaloosa, Iowa.
2 Wanda Burke, Flemingsburg, Ky.
2 Sam Lindholm, Arlington H. S., N. Y.
2 Edgar Riddick, Denver-Regis, Colo.

7. Radio Announcing

1. Dwight Clark, Fort Collins, Colo.
2. Jack Perkins, Wooster, Ohio.
3. Andy McCollum, Oklahoma City-Northeast.
4. Louis Kosman, Tracy, Calif.
5. Monty Harlow, Springfield, Mo.

(Rounds of Participation)

4 Larry Hargrove, School of Oratory, Texas.
4 George Beres, Pekin, Ill.
4 Joseph Sulok, Cathedral Latin, Ohio.
4 Richard Grisham, Purcell, Okla.
3 Paul Ward, Salem, Ore.
3 Richard Merritt, Alhambra-Keppel, Calif.
3 Jay Ridinger, Hammond, Ind.
3 Robert Hunter, Howe Military, Ind.
3 Geraldine Van Houweling, Oskaloosa, Iowa.
3 Don Aldridge, Springfield, Mo.
3 Jim Weber, Fairfield, Iowa.
3 Andrew Lucas, White Bear, Minn.
3 Betty Idle, Springfield, Ohio.
3 Carl Hanks, West View, Penn.
3 Pat Clark, Logan, Utah.
3 Lester Wise, Stamping Ground, Ky.
2 Paul DeCoster, Laconia, N. H.
2 John Baxter, Chaminade H. S., N. Y.
2 Grover Hopkins, Sewanee Military, Tenn.
2 Stanley Hatch, Logan, Utah.
2 John Young, Casper, Wyo.
2 Rudy Solari, St. Elizabeth H. S., Calif.
2 James Singer, Stamping Ground, Ky.
2 Ellia Eldred, Springfield, Mo.
2 Najia Hassen, Sulphur, Okla.
2 James Buckley, Peru, Ind.
2 Charley Mathey, Massillon, Ohio.
2 Alan Nelson, Logan, Utah.

8. Poetry Reading

1. Phyllis McDandel, Independence, Mo.
2. Ronnie Chase, Seminole, Okla.
3. Loyadell Ferguson, Edmond, Oklahoma.

PHYLLIS McDANDEL

4. Kaye Kynion, Springfield, Mo.
5. Jayne Stewart, Fairfield, Iowa.

(Rounds of Participation)

3 Marlys Goldammer, Mitchell, S. D.
3 Joan McCormick, Modesto, Calif.
3 Jenonne Walker, Purcell, Okla.
3 Ouida Neill, Dallas-Hillcrest, Texas.
3 Ruth Roth, McKeesport, Penn.
3 Irven DeVore, Dallas-Adamson, Texas.
2 Don Larick, L. A. Marshall, Calif.
2 Charles Harris, Winchester, Ky.
2 Jane Higgins, Good Counsel H. S., N. J.
2 Margaret Sullivan, St. Agnes, N. Y.
2 Geraldine Baker, Middletown, Ohio.
2 Larry Ambush, Cheyenne, Wyo.
2 Gayle Wilson, Alhambra-Keppel, Calif.
2 Ellen Chitwood, Edmond, Okla.
2 Marion Putnam, Salem, Ore.
2 Jim Corbett, Casper, Wyo.
2 Nancy Nelson, Longmont, Colo.
2 Joe McCabe, Regis H. S., Colo.
2 Dmitri Nabokov, Holderness, N. H.
2 Mary Byron, Elizabethton, Tenn.

TAU KAPPA ALPHA AWARD

The Tau Kappa Alpha Award is given for year-after-year excellence in national speech tournaments. The number of rounds of participation in the national tournament since 1931 is recorded for each chapter. As debate engages two students for each school, each debate is counted as two. At the end of each national tournament the trophy is presented to the chapter which has the highest total of such participation rounds for all national tournaments. The chapter then begins a new record for a second award.

Lincoln, Illinois chapter won the trophy this year. They accumulated 188 rounds in 9 national tournaments beginning in 1934. The contestant this year was Peter Zeinler in Oratory and Oratorical Interpretation. The coach is Clayton E. Mott.

CLAYTON E. MOTT, Lincoln, Ill.

In past years Lincoln won a first—Dick Goodman in 1938 with Humorour Interpretation; two second places, two third places and five others in finals. In all Lincoln had 40 entries in 9 nationals. Congratulations to the Lincoln Chapter.

Next in line for the trophy, if they keep on participating in the National Tournaments are:

Massillon, Ohio	163
Canton-McKinley, Ohio	146
Sioux Falls, S. D.	139
Elgin, Ill.	136
Beverly Hills, Calif.	142

Pre-War Trophy, won by

1936	Topeka, Kansas
1937	Duquoin, Illl.
1938	Oklahoma City, Classen H. S.
1939	Granite City, Ill.
1940	Wooster, O.
1941	Dickson, Tenn.

The Post-War Trophy, won by

1946	Kenosha, Wis.
1947	Oklahoma City, Classen H. S.
1948	DuQuoin, Ill.
1949	Oklahoma City, Classen H. S.
1950	Davenport, Iowa
1951	Lincoln, Ill.

SUMMARY AND FUTURE TOURNAMENTS

By L. D. Hanks,

Coach John Marshall H. S., L. A.

In reviewing the 1951 National Tournament, one wonders what the significance of the tournament was. Was it a good example of the value of forensics? I think so.

First, coaches and students uniformly liked the housing of all con-

PROF. L. D. HANKS
John Marshall H. S., Los Angeles

testants and coaches on the campus where the tournament was being held. The experience of living together, of being housed on a college campus, was quite advantageous to both young people and coaches. It is an extra benefit which a tournament can provide—but very much worthwhile.

Second, meeting of people from the entire nation in one group, sharing of speech styles, the inter-play of localism in style, organization, and thought, proved the gradual elimination of provincialisms, but there was clear evidence that local emphasis on different techniques, different styles, still exists, a preservation of differences which is the essence of the Federal system.

Third, the triumph of the Classen High School, Oklahoma City, team showed that the use of evidence, of good objective proof, is still the chief characteristic of good debating. And it indicates that debate needs to be promoted on that basis. Discussion should be the problem solving phase. Debate must be the policy determining phase of the discussion-debate sequence. Discussion can and may be largely personal, both in evidence and experience, in the material used. But debate, a policy evaluation and determination process, must be objective; impersonal, and controversial, leading to a decision. Debates need to be judged, for as a policy determination process, a decision must be reached. Debate in itself is not divisive; the division in opinion already exists; debate is the means of re-solving the division and arriving at action. We, as coaches and participants, must re-define the purpose of debate and re-emphasize the importance, the efficiency and the necessity of training all executives, legislators, and educators in its fundamental rules, rules which are the backbone of democracy.

Fourth, it appears to me that we need to re-evaluate the tournament as the laboratory of speech. Speech, like science, cannot progress if practical application is to be the sole criterion of activity. Practicality destroys progress, research, originality, intellectual invention. If the progress of science is threatened by research for war production to the exclusion of pure research, then speech can be destroyed as a science, if it is devoted only to utilitarian purposes. The tournament preserves it as an art form, as a performance technically perfect, devoted to the invention, the perfection, and the practice of speech forms for the purpose of perfecting the technically best. The application of them (the tournament arts) will come with time. Research for technical perfection produces progress as it is adapted to practical situations.

ROSEMARY SKINNER & ARNOLD FAGIN, Winning Debate team, Classen High School, Oklahoma, City.

The future of forensics demands the perpetuation of tournaments as a means of destroying provincialism, of retaining research into pure speech techniques, of re-emphasizing the fundamentals of policy determination. The value of tournaments can be enhanced by adding "fringe-values" of a social, geographic nature. But those who direct and participate in the tournament must re-define the techniques of forensics, the aims and the goals. Thus forensics can move forward to more and greater National Tournaments.

Tournament Committee

General Chairman—Mrs. Bruno E. Jacobs, Executive Secretary, National Forensic League.
Host School Representative, Mr. Emmett Long, Pepperdine College, Professor of Speech, Debate Coach..

Southern California District Committee

General Chairman, Mr. J. Edmund Mayer, Alhambra High School, Vice-President, National Forensic League.
General Secretary, Mr. L. D. Hanks, John Marshall High School, District Chairman, So. Calif. Dist., N. F. L.
Student Secretary, Miss Bette Mattison, John Marshall High School.
Program Chairman, Opening Session, Miss Mildred Carmen, Mark Keppel High School, Alhambra.
Supervisor, Chairmen and Timekeepers, Mrs. Juliette Venitzky, Excelsior Union High School, Norwalk.
Tours and Entertainment, Mr. Trovie R. Lyons, Huntington Park High School.
Banquet Program, Mrs. Josephine Davis, Fairfax High School, Los Angeles; Mr. Ralph Arnold, Beverly Hills High School.
Scholarships, Miss Gladys Whitman, Los Angeles High School.
Radio and Television Programs, Mr. Philip Essman, Los Angeles County Schools.
Judges, Mr. Milton Dobkin, Jordan High School.
Scenic Tour Information, Mr. Joe Lognese, Sweetwater High School, National City.
Publicity and Press Information, Mr. Guy Moore, Language Supervisor, Los Angeles City Schools.

Tournament Officials

R. J. Happe, South St. Paul, Minn., Contests.
D. H. Pearson, Springfield, Ohio, Debate.
L. M. Tucker, Howe Military School, Ind., Poetry Reading.
Mrs. Elaine Tucker, Classen High School, Oklahoma City, Okla., Radio Announcing.
R. B. Starling, Greenville, North Carolina, House of Representatives.
Miss Helen Malseed, McKeesport, Pa., Senate.
Robert Jacob, Ripon, Wis., Tournament Records.
Richard Jacob, Ripon, Wis., Office Manager.

Trophy Donations

Sweepstakes Trophy, Tau Kappa Alpha, Honorary College Speech Fraternity.
Debate Trophy, L. G. Balfour Co., Attleboro, Mass.
Boys' Extemporaneous Speaking, District One, Toastmasters International.
Original Oratory, Western Home Office, Prudential Insurance Company of America.
Poetry Reading, Southern California Trophy Company, Los Angeles.
Radio Announcing, Radio Station KMPC.
Dramatic Interpretation, Wetmore Declamation Bureau.
Oratorical Interpretation, Edna B. Means Dramatic Service, Chicago, Illinois.

Executive Council — National Forensic League

Hon. Karl Mundt, President, Madison, South Dakota.
J. Edmund Mayer, Vice-President, Alhambra, Calif.
Supt., L. J. Smith, Massillon, Ohio.
Prin., R. S. Cartwright, Elgin, Illinois.
Albert L. O'Connor, Sidman, Penn.
E. J. Diller, Youngstown, Ohio.

How It Came Out In the End

To Members and Affiliates
Committee on Debate Materials and
Interstate Cooperation,
National University Extension Assn.

Gentlemen:

This bulletin is a report of recent relations of your Committee with the North Central Association of Colleges and Secondary Schools.

Members of the Committee on Debate Materials were gravely concerned to read the report of the Contest Committee of the North Central Association of Colleges and Secondary Schools adopted at the meeting of the North Central Association held in Chicago in March, 1950. If you have not been previously informed of this report the following excerpt from it will indicate the reason why the Committee was concerned.

"Recommendations of the Contest Committee of the North Central Association, March, 1950.

3. Speech. It is rather commonly felt that the success of a democratic form of life is dependent to a great extent upon the intelligent study and exchange of ideas of persons within groups. It is also recognized that the solution of common problems in the democracy is not best arrived at through dramatic, eloquent, emotional speeches. On the contrary, deliberations on a highly intellectual plane should be more prevalent than they are in the solution of community, national, and international problems. Intellectual provincialism can be greatly reduced by encouraging students to seek solutions to recognized problems not only between schools and states, but between nations. Very little place in our democratic life is left for the long over-used dramatics and emotions in speech making. Nor is there much purpose in a democracy for formalized debates wherein parties resolve to win through eloquent presentations of a side with little, if any, regard to examination of the facts involved in a problem. The purpose of debate is to win a point, not necessarily to arrive at a solution to a problem.

The Committee can see very little real good to be derived educationally from speech contests as most of them now are organized and conducted.

It is recommended, therefore, that the emphasis in secondary education be placed upon the ability to conduct oneself intelligently in group discussions. Emphasis should also be placed in teaching pupils to be able to convey verbally their thoughts in a group or before an audience, but not to win a point or attain an emotionalized victory. Interscholastic speech contests should be discontinued.

APPROVED BY THE COMMISSION ON SECONDARY SCHOOLS,
Wednesday, March 22, 1950."

Professor Lowell B. Fisher of the University of Illinois, Chairman of the Contest Committee, sent a copy of the report containing the foregoing excerpt to the Executive Secretary of the Committee on Debate Materials and requested comment and advice. The report of the Contest Committee was considered at the meeting of the Committee on Debate Materials and Interstate Cooperation held in Excelsior Springs, Missouri, on April 30, 1950. At this meeting the Executive Secretary of the Committee on Debate Materials was instructed to get in touch with Professor Fisher and to represent the point of view of our Committee, in the hope of being able to inform the North Central Association of the true aims and purposes of debating in the secondary schools.

The Executive Secretary initiated a correspondence with Professor Fisher. In the course of this correspondence, he invited Professor Fisher to attend a meeting of the Committee on Debate Materials to be held in New York City, on December 27, 28, and 29, 1950. The Executive Secretary also solicited the advice and assistance of leaders in the Speech Association of America and arranged for Professor Fisher to meet them during the New York Convention.

Professor Fisher attended the meetings of the Committee on Debate Materials and Interstate Cooperation held in New York and participated in a number of conferences and conversations concerning our program of activities.

As a result of these meetings, Professor Fisher agreed to confer with a committee appointed by the Executive Council of the Speech Association of America, and such a committee was appointed with the following members: James H. McBurney, Chairman of the committee, Dean of the School of Speech, Northwestern University, Evanston; Bower Aly, Editor of the Suarterly Journal of Speech and Professor of Speech, University of Missouri, Columbia; Orville Hitchcock, Executive Secretary Elect of the Speech Association of America, and Professor of Speech, State University of Iowa, Iowa City, Iowa; Loren D. Reid, Executive Secretary, Speech Association of America, and Professor of Speech, University of Missouri, Columbia; and Karl R. Wallace, Head of the Department of Speech, University of Illinois, Urbana. This committee held a number of meetings in Columbia, Missouri, the meetings being attended by Professor Fisher, who took an active part in the deliberations. The members of the committee obtained advice from many sources but the principal consultants were: Hale Aarnes, Chairman, Department of Radio Education, Stephens College; Henry L. Ewbank, Professor of Speech, University of Wisconsin; Grant Fairbanks, Editor, Journal of Speech and Hearing Disorders, Professor of Speech, University of Illinois; Barnard Hewitt, Editor, American Educational Theatre Journal, Professor of Speech and Theatre, University of Illinois; and Wesley Swanson, Professor of Speech and Theatre, University of Illinois.

The committee, headed by Dean McBurney, came to the view that the proper task was to write a program for speech education that would incorporate current responsible opinion concerning the place of forensic activities in the schools. Since Professor Fisher participated constantly in the deliberations of the Committee, the final committee report represented a consensus in which all concurred. Professor Fisher recommended to the Contest Committee that the report be submitted to the North Central Association. It was submitted by Dean McBurney and Professor Wallace at the meeting of the North Central Association held at the Stevens Hotel in Chicago on March 28, 1941, and was unanimously approved by the North Central Association.

We can readily understand that not every one of our members and affiliates would approve every item in the enclosed report, but we believe that all will agree that it represents a substantial improvement over the North Central statement of March, 1950, which it replaces **in toto.**

Respectfully submitted,

BOWER ALY,

Executive Secretary Committee on Debate Materials and Interstate Cooperation.

RECOMMENDATIONS OF THE CONTEST COMMITTEE OF THE NORTH CENTRAL ASSOCIATION WITH RESPECT TO SPEECH

As Prepared and Submitted to the Contest Committee by the Speech Association of America.

I. **Music and Speech.** Contained in this report are copies of recommendations for complete programs in secondary schools for both music and speech. The recommendations with respect to music were prepared and authorized by the Music Educators National Conference of which Professor Marguerite V. Hood, University of Michigan, is President and Mr. C. V. Buttelman of Chicago is the Executive Secretary. These recommendations are officially submitted by the Music Educators National Conference. Contributions to these recommendations came from many persons in the Conference and were compiled and written by officials of the Conference.

The recommendations with respect to the complete program of speech education in secondary schools is presented officially by the Speech Association of America. The committee which was appointed by the Executive Council of the Speech Association of America to prepare the recommendations with respect to speech included the following persons: James H. McBurney, Chairman of the committee, Dean of the School of Speech, Northwestern University, Evanston; Bower Aly, Editor of the Quarterly Journal of Speech and Professor of Speech, University of Missouri, Columbia; Orville Hitchcock, Executive Secretary Elect of the Speech Association of America, and Professor of Speech, State University of Iowa, Iowa City, Iowa; Loren D. Reid, Executive Secretary, Speech Association of America, and Professor of Speech, University of Missouri, Columbia; and Karl R. Wallace, Head of the Department of Speech, University of Illinois, Urbana. Consultants to the committee were Hale Aarnes, Chairman, Department of Radio Education, Stephens College; Henry J. Ewbank, Professor of Speech, University of Wisconsin; Grant Fairbanks, Editor, Journal of Speech and Hearing Disorders, Professor of Speech, University of Illinois; Barnard Hewitt, Editor, American Educational Tteatre Journal, Professor of Speech and Theatre, University of Illinois; and Wesley Swanson, Professor of Speech and Theatre, University of Illinois.

The Chairman of the Contest Committee worked closely with both groups during the preparation of these recommendations. Excellent cooperation and a sincere desire to improve music and speech education was evident at all times by both the representatives of the Music Educators National Conference and the Speech Association of America.

Recommendations: It is recommended that:

1. The recommendations prepared by the Music Educators National Conference and the Speech Association of America constitute the recommendations of the North Central Association with respect to suggested programs of music and speech education.
2. That the Commission on Secondary Schools request a sufficient appropriation to publish in brochure form these recommendations for nation-wide distribution at a nominal cost.
3. That State Committees of the Association make a determined effort to encourage implementation for improving programs of music and speech in each of the member schools of the various states of the Association.
4. That the Chairman of each State Committee contact in each state both the Director of Extension of the State University and the Superintendent of Public Instruction, or the Commissioner of Education, encouraging each to assist in the implementation of the proposed programs in music and speech.
5. That the Contest Committee in general, and its Chairman in particular, do all possible to encourage school administrators and school boards to give serious consideration to the curricular needs of boys and girls with respect to music and speech.
6. That each State Chairman contact the executive officer of the school board association in his state encouraging a program of informing lay people of the needs for education in music and speech.
7. That the contest element be handled in each member school in accordance with the general principles in the recommendations presented by the music and speech educators.

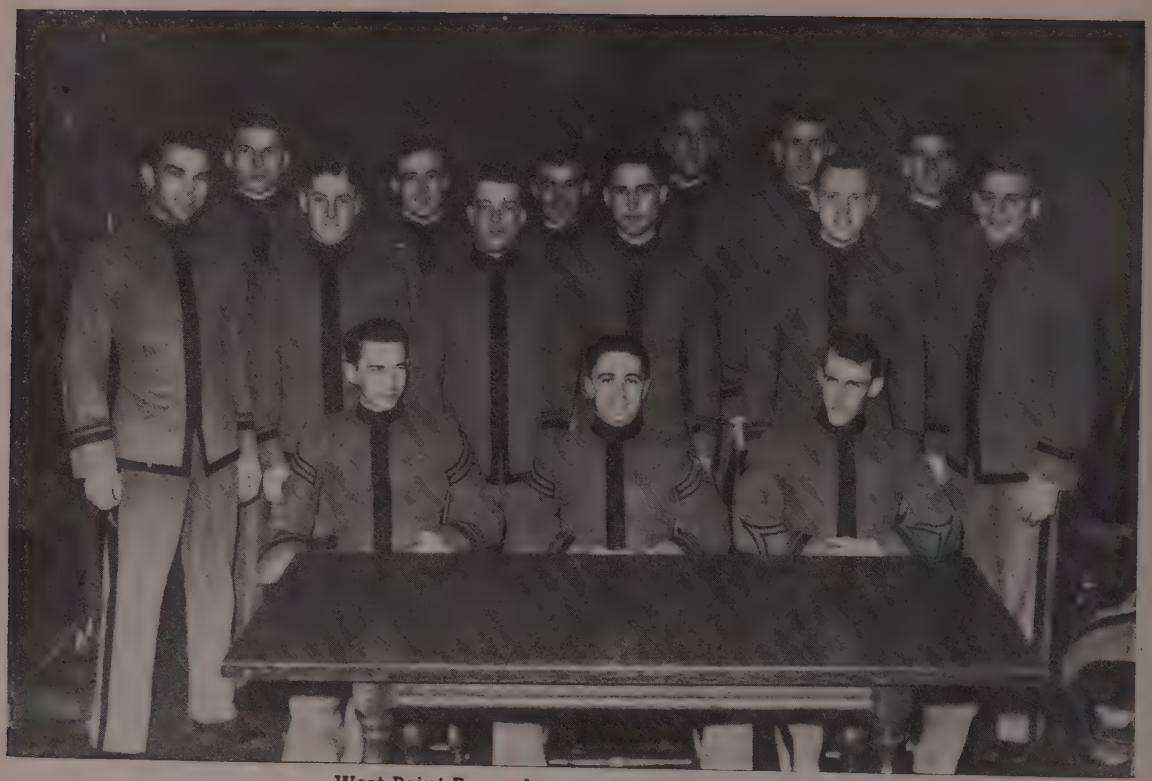
II. Art. The Chairman of the Contest Committee was not able during the past year to make the appropriate contacts with the art educators that he was able to make with the music and speech educators. This inability was due solely to a matter of time, and is not to be construed as a failure of art educators to cooperate. The Chairman has now established contacts with the office of the National Art Education Association so that further work and study can be accomplished. It is, therefore, recommended that the Contest Committee in general, and the Chairman in particular, work with the officials of the National Art Education Association during the coming year in an effort to formulate recommendations with respect to art education in the secondary schools, such as has been done with respect to music and speech during the past year.

Coach of Debate, Lt. Col. Walter E. Brinker, of West Point Military Academy has invited Profs. E. C. Buehler of Kansas University, E. R. Nichols of University of Redlands, P. E. Lull of Purdue University, Glenn R. Capp of Baylor University, and George M. Glasgow, of Fordham University to act on a Committee on Consultation with him concerning the matters arising in connection with the conduct of the Annual National West Point Tournament.

The Institute of International Education announces that two foreign debating teams will visit the United States during the coming debate season. A two-man team from Australia will tour the Western half of the country from January to the end of March 1952. The two debaters from Australia will be chosen in September at a national debating festival.

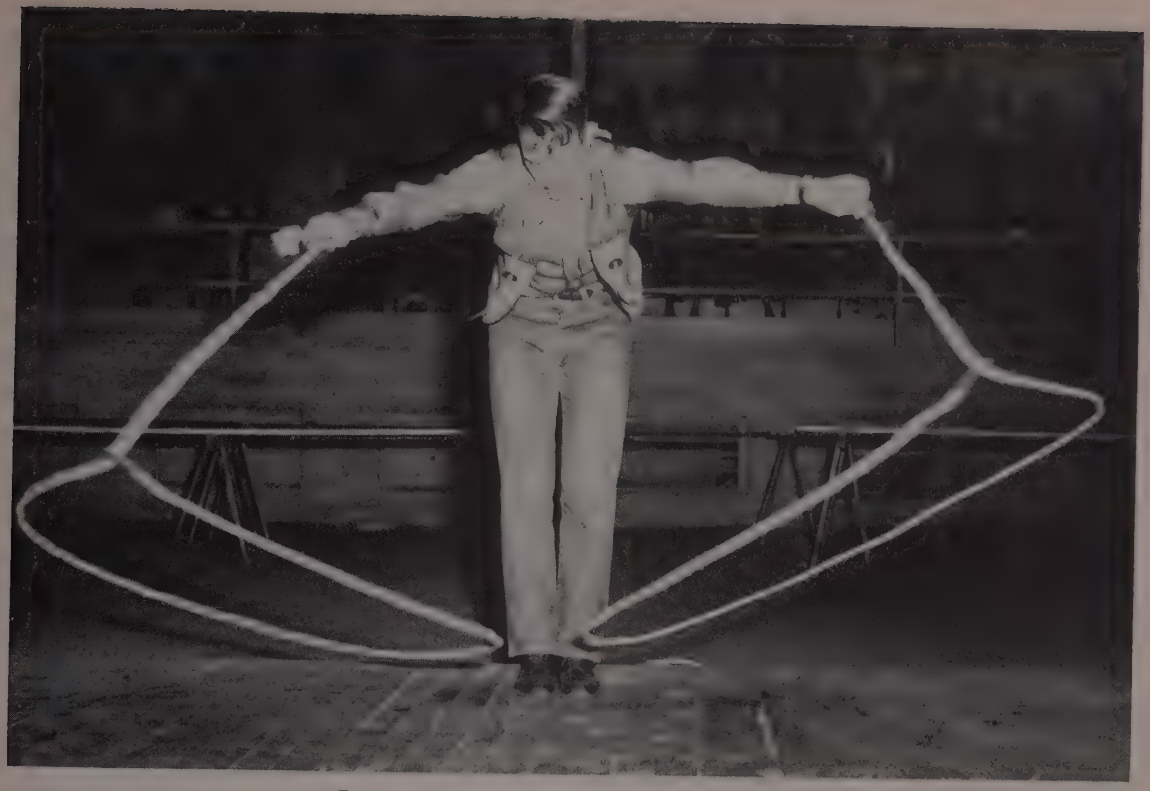
Scene from the final debate, 1951, at West Point. HOLT SPICER, of Redlands speaking.

Emporia, Kansas, second "The Winnahs" at West Point Redlands, California, first

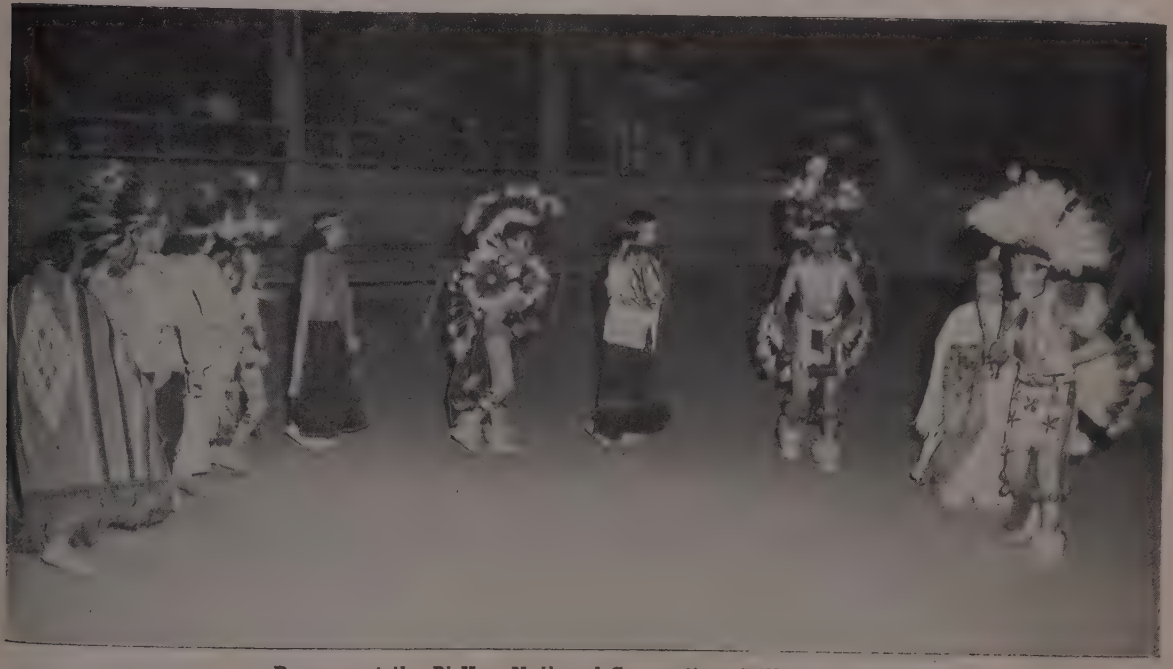


West Point Boys who r an the 1951 Tournament

Pi Kaps approaching the feed trough at the Stillwater Gymnasium last Spring convention.



Rope artist shows the Pi Kaps how it is done



Dancers at the Pi Kap National Convention, Stillwater Gymnasium 1951

Big Chief of [redacted] PKD Being Crowned at Pi Kap Convention while his aids look on

A Program of Speech Education*

Part One: Point of View

I

A speech teacher of ancient Rome once observed that God had distinguished man from all other creatures by no other means so powerfully as by the gift of speech. A modern novelist has declared that all life comes back to the question of our speech, the means by which we communicate with one another. If the observations of the ancient teacher and the modern novelist are sound—and most thoughtful persons agree that they are—then education for the effective use of speech is paramount for the individual and for his culture.

* In presenting this statement concerning speech education, the Speech Association of America is aware that in part the statement applies also to written communication. Taken as a whole, however, the statement stands for the special values that speech education can make to the personal and social development of youth in a democratic society whose vocational, professional, civic, and cultural values are realized in everyday communication through speaking and listening.

Speech education is determined by fundamental facts representing some of the contributions made by students of psychology, linguistics, sociology, political science, and communication, as well as by speech scientists. The basic facts are few; taken together they support a philosophy of speech education.

II. The Basic Facts of Speech

1. **Speech is learned, not inherited:** Speech becomes so much second nature that men sometimes regard it as a physical inheritance like eyes or hands or feet. But every member of the human race has to acquire his speech; he brings none of it with him. A significant part of this tremendous feat of learning is accomplished by most people before the age of six, i. e., before school age.

2. **Speech is complicated:** Considering the hindrances to the creation and communication of a single thought, human beings may marvel that they understand each other even as well as they do. One reason for the complexity of speech is that no single **organ** of speech exists. The eye sees, the ear hears. What organ speaks? Not the tongue, for all the poet's metaphor. Not the lungs alone, nor the larynx, nor the brain, though all are involved. Speech is a secondary function of many organs, each of which has a more pressing vital function: the throat is used in speaking, but its chief function is swallowing; the lungs supply the column of air for speaking, but only as an incident to maintaining the breath of life; the ear has an important function in speech, but its primary obligation is to hear. In a sense, the whole human body is involved in every act of speech.

Language behavior is virtually equivalent to thinking behavior. Although language may be of different kinds—such as the language of mathematics and of music—the language of words is universal. Accordingly, whatever improves the use of language improves the individual's ability to think. Education is always interested in the develop-

ment of thinking. One way to develop thinking is to develop speech. Through planned experience in speaking comes growth in thought and speech.

3. **The act of speech is unified:** Whereas the human being has certain senses for inward impression—such as sight, taste, touch, smell, and hearing — he has, in an overwhelming number of life situations, the single means of speech for outward expression.

The human being is most human when using language. Unlike other animals, man can use speech to point to objects and events not immediately present to him and to others; he can talk and reason about his past and plan for his future, and for such purposes he has developed a grammar, a rhetoric, and a logic. Education is always deeply concerned with humanity and with a personal adjustment peculiar and proper to the human being. In seeking to develop effective use of speech, education is meeting man on his most human level, for speech and thought are so interdependent that no one is likely ever to make a clear distinction between them. In the human and social sense the mind is made of language; and for nearly everyone the major language is the speech learned in childhood.

4. **The requirements of speech vary in differing cultures:** In the simple culture of rural America in 1850, personal anomalies of speech created relatively simple problems. The Illinois farmer in 1850, for example, probably did not require ten per cent as much speaking as most citizens of Chicago do today. If the farmer chanced to have an impediment in his speech, personal consequences might or might not have been unfortunate; but the social and vocational results were not highly significant. The geometric progression of complexities in modern life has magnified the importance of ready speech for every active member of our society and at the same time has placed heavy stresses upon the channels of communication. In a complex urban culture, the man who cannot speak well is often handicapped just as surely as the man who cannot hear well: often they are the same person. In a great city, a man who is ill in his speech may be just as unemployable as one who is deficient in vision.

Realizing all that is involved in the creation and communication of thought in our increasingly complex culture, responsible Americans should consider means of helping those persons whose physical basis for speech is inadequate but perhaps remedial. In an era when every man counts, effectual measures should be taken to redeem the speech handicappd.

III. Speech and the Citizen

What of the great body of people whose speech is acceptable? What do they require of speech, and what is required of them?

The stresses of the times and the need for easy communication are present for those of normal speech just as they are for the handicapped. The grouping of people in cities, the developments in the technology of communication, the impact of the moving picture, radio, and television on American culture, and the necessities of modern production merely suggest the ways in which speech problems have multiplied. The problems of communication have not merely increased in number: they have developed to unprecedented intensity. With the coming of radio and television language has entered into a new age: speech has been given a fourth dimension whose potential can hardly be estimated. Apparently more people must talk and more must listen today than ever before, not only because there are more people but also because they have more problems—and because they live closer together. In the union hall, in the board meeting, and in the council chamber: in consultation, in conference, and in negotiation; from the pulpit, from the platform, and from the radio and the television set talking goes on to one listener or a million. Arguments are developed, appeals are made, propaganda is insinuated into the minds and spirits of the people. How do they respond?

Communication makes possible group living; and speech, as the chief means of communication, is the universal instrument of social cooperation and coordination. From the most ordinary conversation to the most complex political discussion, speech is used more often and more widely than any other means of communication. The world of today is for most persons a speaking and listening world. It is a world, furthermore, that the great majority of youth must learn to live in without the privilege of higher education. Youth, then, must have mouths that speak and ears that hear. "Without speech I can exist," said the sage, "but I cannot live."

Speech appropriate to group living is characteristic of the individual who gets along well with others. Personality traits and attitudes seem to be most often revealed in speech, and significant development in speech is usually accompanied by significant gains in personality. Successful communication depends upon the understanding, respect, tolerance, and sympathy which speaker and hearer have for each other. Accordingly, certain attitudes should become intimately associated with speech and speaking situations. They are the attitudes of helpfulness, cooperation, tolerance, inquiry, concession, admission, self-reliance, honesty, and conviction. Although some of these may appear more sharply in one speaking experience than in another, they are the attitudinal bases of informal speech and group discussion, of dramatics and the oral interpretation of literature, and of public speaking and debate. In speaking, as in any other learning experiences, such attitudes should be rewarded and reenforced, and anti-social attitudes, such as belligerence and egotism, should go unrewarded..

In a free society, the welfare of all the citizens depends ultimately upon public opinion. If they do not have the ability to form wise judgments on the basis of information and arguments presented to them, then the wise and the unwise will suffer together the consequences of their mutual failure to present and to comprehend wise courses of action. That men should be able rightly to conceive policies, effectively to communicate them, and readily to understand them is a matter of first importance.

If we are not to be deluded by the fraud that government by decree is safer than government by discussion and debate, then all our people must be made increasingly able to participate effectively in public affairs —in the union, in the church, in the corporation, in the legislative assembly, and in the Congress. A citizenry able to differentiate between sound and fallacious reasoning, to distinguish between acceptable and shoddy evidence, to tell an honest

speaker from a verbal swindler — this is the minimum essential for the survival of a free and responsible society in a chaotic world.

IV. Speech and the Leader

In **The American Commonwealth** Lord Bryce set forth the ideal that every citizen in a free country should be able to formulate his opinions on public policies and to defend those opinions with arguments. Bryce readily admitted that in practice perhaps not more than one voter in twenty is so ideally equipped. The nineteen lack the ability or the information to deal with the issues of the day; or they have become so engrossed with private affairs that they have no time for public business. But if the twentieth man has the time, the energy, and the ability to state the right propositions in the right way, the nineteen may be able to reach the right conclusions.

What is the usefulness of speech to the twentieth man, the leader in the enterprises of labor, industry, and government? The leader in any group not dependent immediately on force must employ the twin arts of discourse: discussion and debate. Discussion, chiefly a method of inquiry, is a way groups of people learn: it is a means of discovering alternatives. Debate, chiefly a method of advocacy, is a way groups of people develop alternatives. As experience demonstrates, when the arts of discourse are corrupted, when the channels of communication are clogged, men resort to violence as the final arbiter. Doubtless that is one reason why the founders of the American Republic set so many safeguards around the right to speak and the correlative right to listen. For the right to make inquiry (i. e., to discuss) and the right to advocate one's convictions (i. e., to debate) are firmly fixed in the Constitution of the United States. The right to be heard by a jury is even older than the Constitution. At the heart of true citizenship in any organization—social, economic, or political—lies the right and the obligation to utter in the most effective possible way what one believes to be true.

The twentieth man, the leader, must perforce accept the obligation with special care and purpose. Upon his ability to explain, to clarify, and to advocate his judgments rests the welfare of his group and, in the long run, of his nation and his culture.

V. SPEECH and the Schools

The functions of the arts of speech in a democracy have been set forth because their state is critical. A generation ago John Dewey declared the essential need of the day to be "the improvement of the methods and conditions of debate, discussion, and persuasion." The situation has not changed for the better. Systematic instruction in speech is one of the oldest and most significant of the tasks entrusted by the American people to the schools. Indeed the relation between the schools and instruction in discussion, debate, and persuasion is much older even than America. The earliest schools known to the Occident dealt with a problem essentially similar to the one current today: How can we make boys and girls more useful when they talk? The consequences of the neglect of speech education can be observed in the lack of social intelligence. Unless we heed Dewey's injunction to improve the methods and conditions of debate, discussion, and persuasion, we may find ourselves lacking the basis for a technological or any other culture. We have long lived without atomic science. Whether we can live with it in the dignity of freedom depends in large measure on our ability to solve our problems through the intelligent use of the spoken word.

Discussion and debate serve democracy, and in turn democracy preserves and fosters personal integrity that springs from freedom of speech. The interaction of discussion and freedom of speech preserves personal integrity—personal conviction. In our society any speaker is free to declare, in effect, "I am saying what I believe in the way that I think best for the good of all who hear me." In a tyrannical society, he **must** say, in effect, "I am saying what I am told to say in a way approved by the Dictator for his benefit." The difference between these two statements marks the difference between personal integrity and the lack of it. To encourage and preserve discussion and debate as we know them is to preserve freedom of speech. To preserve freedom of speech is to preserve integrity in all social relationships in which communication makes a difference.

Part Two: Speech and General Education in the Schools

In keeping with the values and goals of speech education expressed above, school programs should give all pupils opportunities to improve their speech through guided experience. The essential speech activities are part of a common learning program. They are the universal means through which basic information is acquired and social adjustments made both in and beyond the school. Through them personal relationships are facilitated or hindered; through them individuals and groups seek understanding, decision, and action.

1. Tests of Speech and Hearing.

1. Speaking: Since difficulties in voice and articulation impede communication and are sometimes associated with social maladjustment, every pupil should know whether his voice and articulation are adequate. If his speech does not meet minimum standards, he is entitled to counsel and aid.

Although judgments and informal tests can be made by any teacher of speech, diagnosis and training in remedial speech should be undertaken by or under the guidance of a qualified speech correctionist. In cooperation with medical and counseling services available in the school and community, the correctionist can undertake adequate diagnosis and prescribe proper therapy. The correctionist can often help pupils individually, and can sometimes aid other teachers to facilitate speech improvement in group situations. An increasing number of states have standards of certification for speech correction teachers. In addition, the American Speech and Hearing Association certifies the clinical competence of its members and carries on studies designed to improve the standards and education of speech clinicians.

2. Hearing: Since the ear guides the act of speaking, every student should know whether his hearing is normal; one who has a hearing loss damaging to the perception of his speech and that of others is entitled to appropriate help. Such diagnosis and help should require the cooperative services of medical and speech specialists. Simple hearing tests, such as large-scale screening tests required in many states, can locate pupils who need the attention and treatment of specialists. In many schools hear-

ing is tested during the regular physical examination.

II. Speech and Learning Situations.

1. General Observations: Speech is learned, not instinctive, behavior. Acquiring speech through trial-and-error and imitative methods in early life, most young people upon entrance to high school can communicate well enough to "get along" with their fellows. But if their speech is to develop appreciably beyond the minimum level, the guidance of good teachers is essential.

In the general curriculum the method of teaching may consist chiefly of planned experiences in which the practical speaking is emphasized and the knowledge of principles is subordinated, though not omitted.

Speaking experiences should be planned (a) to meet the needs of the pupil who may never have the opportunity to take a formal course in speech, and (b) to meet the social, political, and economic needs of the individual in a democratic society.

Experiences may be developed effectively within a core curriculum; invariably they should be adapted to the plan of general education in the school. Workable and progressive patterns of speaking experiences have proved valuable in general courses devoted to written and oral communication, general science, social science, and the language arts. Successful integration of speaking and listening with such courses requires the knowledge of a person trained in speech, who may function as a counselor and planner and often as participating teacher.

2. Kinds of Experience in Speech: The kinds of experiences recommended can best be suggested by reference to their immediate ends: (a) to make inquiry and to disclose information; (b) to ascertain the truth and advocate it; (c) to understand literature and interpret it; (d) to know the drama and participate in it; (e) to evaluate the dynamic powers of radio, television, and the motion picture, and to respond intelligently to them.

For each of the speaking experiences a correlative listening experience exists which is not less important than speaking. The student who would obtain and disclose information must be winning to hear it. Anyone who would advocate should also listen. Whoever would interpret literature should be able to enjoy its presentation by others. Those who would really know the drama must be able to observe as well as act. Meaningful radio and television programs require the cooperation of the listener.

(a) To make inquiry and disclose information: Experiences in making inquiry and disclosing information can be found in interviews; introductions; reports; explanations of basic concepts (such as occur in economics, civics, science, literature, history); explanation of processes (how something is done or made, how a simple mechanism works, how a society or club operates, how bodily processes function, etc.); explanation of the causes of a social movement or phenomenon; conferences; biographic sketches; reading aloud of informative materials; job and vocational requirements.

Such endeavors in the school program encourage the gathering of information from persons, reading, and observation; habits of clear organization and presentation; building of a functional vocabulary; the experience of direct, two-way communication with an audience of one's peer; the satisfaction of making useful contributions to others; listening with accuracy.

(b) To ascertain the truth and advocate it: Experience in discussion can be designed (1) to examine problems that spring out of general education materials and processes, and (2) to produce, express, explain, and support opinions, to develop a feeling for the attitudes necessary to making admissions, concessions, and compromises in order to reach group agreement, and to provide experience as participants and as leaders. Such discussion should help to build the attitudes essential for effective participation in democratic processes, to afford training in how to take part in and to conduct meetings, to follow the path of give-and-take talk, to arrive at the issues of a problem and to clarify them, to evaluate on-the-spot evidence and facts, and to develop respect for straight argument and logical reasoning.

Experiences in advocacy can be found in the organization and management of clubs, in the practice of parliamentary law, in the discussion of controversial issues, in the debating of live propositions, and in the extemporaneous, persuasive speech prompted by the **problems** growing out of general education courses and out of a speaker's **conviction** that he has a position to recommend to his hearers for acceptance.

Persuasive speaking holds certain personal and social values not directly associated with informative speaking: sense of **public responsibility** for one's views on controversial questions; personal integrity and confidence that springs from conviction and the successful presentation of the grounds of conviction.

(c) To understand literature and interpret it: Experiences in understanding literature and interpreting it can be provided only through good literature whose full meaning requires oral expression. The reading of prose and poetry aloud encourages full mental and emotional responsiveness to written symbols. Close and accurate observation of printed matter enlarges the spoken vocabulary and illustrates the satisfaction derived from communication which gives pleasure to others.

(d) To know the drama and interpret it: Experience can consist of original dramatizations of significant events dealt with in the general curriculum and of productions of standard plays which in whole or in part are adapted to the content and activities of the general curriculum. Creating and playing roles develops insight into human emotional and aesthetic values; expressiveness of voice and body is enhanced; the foundation is laid for the appreciation of the cultural contributions of the theater and dramatic literature.

(e) To evaluate the dynamic powers of radio, television, and the motion picture, and to respond intelligently to them: Experiences in radio listening and in evaluating of program content can be provided in almost any classroom; many classrooms can provide experiences in television. As a motivating force in a speech program and as a means of providing further insight into radio and television, programs can be developed; if other facilities

are not available, a room-to-room or public address system broadcast can be used. Although few schools can afford to make motion pictures, many schools use educational films. These, and the professional entertainment film, can be employed to study the film, as an art and a means of mass communication, with attention to production methods and social effects.

Part Three: Speech in Specialized Education

Beyond the learnings in speech essential to all students, schools should provide additional opportunities to challenge those who may have special interests and aptitudes, to train those who may take leadership roles, and to serve those who realize that speech is essential to their vocational and professional activities.

In specialized education instruction in speech becomes more systematic and intensive than is possible in general education. Teaching, therefore, centers on two main purposes: (a) understanding of the principles, causes, and conditions which promote success in speaking effectively, and (b) guided experience marked by direct application of principles to practice. These purposes are achieved both by courses in speech in the school curriculum and through high level experience in school activities outside the classroom.

1. In the School Curriculum.

The diversity of educational activities and the resources of schools determine the kind and extent of instruction. Nevertheless, the essentials of a sound minimum program may be suggested in the following central topics:

1. Fundamentals: How speech sounds are made, care and improvement of the voice, the essentials of distinct utterance and acceptable pronunciation, poise and self-management, personality and speech.

2. Reading Aloud: The application of principles to a variety of materials and activities, including choral and group reading.

3. Discussion: Its values, aims, and chief forms, including procedure adapted to the conference and committee.

4. Debate: Its aims, methods, and practices, including its relation to discussion, to parliamentary law, and to the functioning of our society.

5. Public Speaking: Its aims, methods, and chief forms.

6. Drama and Theater: The qualities of a good play, the conditions and requirements for producing the play, the social and personal values of play participation, acting and role-playing, representative plays, and the creation of one's own play.

7. Radio, Television, and Motion Picture: The qualities of an effective broadcast, the differences between radio and television, the demands of radio and television on the speaker and listener, and the functioning of radio and television in our culture; the purposes, chief production methods and techniques, and the social effects of the motion picture.

The requirements of the radio medium can be met by the adaptation of the materials and experience included within each topic.

In practice the seven topics appear in high school courses in various combinations:

(a) A two-semester course, frequently called Fundamentals of Speech or Oral Communication, during the Junior year and dealing with all six topics.

(b) A two-semester course devoted to fundamentals, discussion, debate and public speaking, and a semester course devoted to reading aloud and drama and theater.

(c) A semester course centering on fundamentals and reading aloud, a semester course on discussion, debate and public speaking, and a semester course on drama and theater.

(d) A semester course dealing with discussion, debate and public speaking, with some attention to fundamentals and reading aloud.

(e) A semester course dealing with the personal and social implications of radio, television, and the moving picture.

The number and character of the special courses must **extend** and **complement** the experiences in speech provided in the general education offerings of the school.

The educational record of the teacher who develops and participates in the speech program should disclose specialized college or university training in the seven topics above. If speech is the major teaching subject the teacher may have emphasized (1) oral reading, theater and drama, or (2) public speaking, discussion and debate, or (3) radio and television; nevertheless, the teacher will have had supporting courses in all areas of speech. In semester hours the record will show 20-26. If speech is the second teaching subject, the teacher will have had at least one course in each area of speech; in terms of semester hours the teacher's record will show 16-20.

Equipment and Supplies. For the proper testing of speech and hearing an audiometer is essential; a machine for recording speech is standard equipment. The speech correction teacher requires tests and materials for examination and retraining procedures.

Play production is most readily carried on with modern theater facilities, but where a stage and auditorium are not available much can be accomplished with adequate space and seating arrangements and with minimum materials for scene construction and lighting. Adequate time and space for rehearsal and for scene construction are the great essentials.

The classroom ordinarily affords satisfactory surroundings for most experiences in discussion and speechmaking. Arranging seats to permit face-to-face talk facilitates discussion.

An adequate debate program is absolutely dependent on ready access to a good library or to the latest books or articles on the proposition debated.

A good program in radio, television, and the mass media requires a motion picture projector, a tape recorder, a microphone, a radio, and (when practical) a TV receiver. Much can be done with radio speaking if a public address system is available and if acoustics are reasonably good. The large school may desire a radio studio to permit preparation for occasional broadcast programs. If programs are to be transcribed for later presentation, recording equipment of good quality should be available.

II. In Extra-curricular Activities.

The chief educational goal of extra-class and inter-scholastic activities in speech must be clearly comprehended. Such activities give the pupil of special aptitude an op-

portunity for more intensive and extended experience than is possible either in formal courses or in the general education program. In the small school they may provide the only training in speech.

Principals and teachers therefore should treat the interscholastic speech activities as having educational values identical with those that govern classroom instruction in speech. Accordingly, these recommendations are offered:

1. That extra-class events be regarded as the counterpart of curricular instruction.
2. That extra-class events be integrated as closely as possible with class instruction.
3. That extra-class speech activities be taught by a person whose qualifications are in every sense equal to those of persons teaching speech in courses.
4. That the person teaching speech activities be given every right and privilege of other teachers, including the right to have the extra-class teaching counted in the teacher load.

Standards in extra-class instruction in speech cannot be maintained unless teachers and administrators conscientiously observe these recommendations. Even the most highly qualified teacher of speech activities requires time and energy for them. Speech events guided by a teacher of inadequate and narrow preparation or by one whose burden of duties permits only superficial last-minute preparation cannot well be expected to develop or continue an adequate speech program.

The wise principal and the qualified teacher, furthermore, should be mindful of the standards, forms, and regulations in speech activities which are determined and administered by state or national associations. The North Central Association and the Speech Association of America recommend that all groups which sponsor and administer speech contests keep in close touch with each other; that they seek advice and counsel of teachers of speech through their state and national organizations with a view to constant improvement of the speech events they administer. Such associations are concerned with the number and kinds of activities, the length of the season in each event, the encouragement of broad local participation, the educational goals of activities, criteria for the evaluation of events, the choice of qualified critic judges and observers, and the schedules. The responsible agencies do not seek to legislate uniformity in these matters; rather they make it possible and convenient that students and teachers, meeting together on an interscholastic basis, may gain much from mutual observation, evaluation, and comment on common enterprises in speech.

Recognizing that interscholastic speech contests tend to become institutionalized and slow to change to meet modern social conditions, and believing that schools and teachers everywhere would be helped in their efforts to improve contests, the NCA and the SAA join in making the following recommendations:

1. Keeping the **educational** values of speech in today's society in mind, teachers and administrators should evaluate the aims, methods, and procedures of speech activities as they now exist. Although the names and forms of activities vary considerably, the following titles are widely used: public speaking, oratory, radio speaking, debate, dramatics, oratorical declamation, humorous reading, dramatic declamation, prose reading, verse speaking, choral reading. Are all these events as appropriate today as they may have been 20 years ago? Does declamation (the memorized reading), for example, find a place among communicative situations today?

2. In events devoted to the oral reading of prose and poetry for appreciation and pleasure, reading from the page rather than speaking from memory should be encouraged. Some experiences in sight reading should be offered.

3. An event devoted to and emphasizing group discussion would appear to be highly desirable. Such an event should be genuinely motivated toward the acquiring of understanding and technique in committee and conference procedures as well as in discussion as an enterprise in group learning.

4. The teaching of debating should be extended to include in addition to the traditional forms, other procedures, especially those of the legislative type. The Moot Court, the Debaters Assembly, and the Student Congress all provide useful and possibly interesting variants from standard forms and all seem well designed to meet the essential purpose of scholastic debate, i. e., the teaching of advocacy. In all school debates greater emphasis should be placed on the speakers' talking to an audience. Possibly desirable or necessary as an exercise or as a rehearsal, tournament debating in an empty room can not be justified as an end in itself. Does not every student of debating have the right to speak before a genuine audience at least as often as he speaks in a tournament rehearsal.

5. Events concerned with public speaking should emphasize extemporaneous speaking, i. e., the original speech which is carefully prepared but whose language is not memorized word-for-word. An event might be the panel-forum and any event could well require questions from the audience.

6. Activities planned to provide experiences in radio and television should include speaking, acting, writing, and producing, as well as listening. The planning and management of broadcasts are useful not only as a method of mastering of techniques but also as a motivating factor in learning essential principles of speech and as a means of developing intelligent listening.

7. In dramatic contests, good plays should be chosen to meet the needs of students, school, and community. The stock contest piece is too often undertaken merely because it has been a "winner."

8. The types of awards, the method of awarding them, and the manner of presenting them should be carefully examined with a view to their educational and psychological implications. To encourage the proper response, interscholastic meetings might well be called **festivals** or **conferences** rather than contests. The students' work may well be evaluated by the use of general categories such as superior, good, average. Contestants should have the opportunity to learn the bases of the judge's or critic's evaluation of their work. Interscholastic meetings will attain their greatest value when participants and teachers ask **first,** "How can we improve?" not "Who won?"

Extra-class occasions for speaking

A Premium on Cooperativeness in Discussion

Wayne N. Thompson
University of Illinois, Chicago Undergraduate Division

The unsatisfactory nature of intercollegiate contests in discussion has been frequently lamented in magazine articles, letters to forum sections, and private conversations. These laments have sometimes been sufficiently constructive to isolate possible causes for the problem, but satisfactory solutions have been lacking.

The purposes of this paper are to comment briefly upon the possible causes and remedies and to present in detail a new type of contest.

I

One proposal has been the elimination of the contest element. The argument is that discussion is inherently cooperative, the contest inherently competitive, and the mixture of the two a misalliance. This analysis seems sound, but the suggested solutions are unacceptable.

The first recommendation, to confine the discipline to the classroom, argues, in effect, that abolition is preferable to reform. To most forensic directors this position is untenable. They reason, rightly or wrongly, by analogy: If intercollegiate debate is more valuable to its participants than is work in the classroom, then why cannot intercollegiate discussion yield comparable benefits?

The second recommendation, the substitution of the festival for the contest and the replacement of the critic-judge by the critic, arouses similar objections. The chief difficulty is that the festival, even when discussion is glamourized by placement within the framework of a parliamentary assembly, is generally ineffective in motivating research and thought. The Evaluations Committee of the fifth National Student Congress of Delta Sigma Rho, probably as carefully planned and conducted as any of the now-competitive forensic events, reported:

> student delegates and committee members were critical of the actual performance of many delegates, expressing the opinion that many were uninformed on the subject matter and lacking in the skills needed for the work at hand. In many cases the opinions were reported to be simply those of the man in the street and to be lacking in adequate understanding of the general or specific nature of the problem under discussion.[1]

Earlier in commenting on attendance, the committee said:

> good in general, but extremely variable. Low in afternoon committee sessions and in early general session. Some delegations found the distractions of the city irresistible.[2]

These reports bear out the writer's own observations that in non-contest forensics students lack the seriousness of purpose required for careful research and conscientious participation.

II

A second cause for poor quality in contests is that coaches and judges fail as teachers of discussion. The former fail to inculcate the need for cooperative, reflective thinking, and the latter fail to give proper recognition to competitors that excel in the distinctive techniques of group thought. In many instances discussions are informal debates, and the highest honor goes to the student who talks the most and comes the closest to silencing his opposition.

So long as judges apply inappropriate criteria, contestants, being practical-minded, will discuss contentiously and competitively. Only if they are convinced by the acts of judges that victory comes from presenting pertinent information, maintaining a cooperative attitude, and using skill in consensus and compromise, will discussion become a desirable type of intercollegiate activity.

The education of judges, however, is a complex, laborious process. Human beings are slow to change their ways, and translating good intentions into actuality is difficult. Moreover, many men and women who serve as judges are hard to reach. They are not members of the American Forensic Association or other learned societies; they may not be speech teachers; and they do not read professional books and magazines. To illustrate the problem, those who are reading this article are the ones who need "education" the least.

III

A third cause for our problem is that discussion is commonly considered as subordinate to debate. Contests in the two activities usually occur as parts of the same tournament, and most coaches and participants place greater emphasis upon the older forensic form.

A not uncommon practice is to select four competent debaters and then enter them in discussion, also. They study the debate proposition, engage in practice sessions, and talk about it by the hour en route to the tournament; the discussion topic is considered if additional time is available. No doubt much of the blame should be placed upon the director of forensics, but some of the fault seems to inhere in the activity itself. Debate, with its definite rules and challenging intellectual clash, seems to hold greater interest for the student. Or perhaps the explanation is that the poorly prepared discussant can "get by" with little embarrassment, while the poorly prepared debater is mercilessly exposed.

A solution to this problem is to hold special tournaments or festivals for discussion. The objection to this plan is expense: Most forensic budgets are small, and directors prefer meetings where students can engage in several types of experience. Moreover, the creation of a special festival does not eliminate the problems of limited motivation, inappropriate judging standards, and the difficulties that arise from competing and cooperating simultaneously.

IV

From the foregoing considerations the writer has arrived at the follow-

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should be as real and as meaningful as possible. In speaking, discussion, and debate, subjects and problems can often be in tune with the interests of the school and the community. Opportunities are afforded by the school assembly, clubs, the school council, class meetings, and the like; civic groups often welcome students who are prepared to offer them something of interest. Plays, and scenes from plays, can be chosen not only for their entertainment values but for their insight into basic human problems, character, and behavior.

1. Day Hanks, Coach at John Marshall H. S., Los Angeles.

ing conclusions: (1) Discussion is too important an activity to be abandoned. (2) Competition is necessary for bringing out the best work of which the student is capable. (3) Competition can be made consistent with cooperativeness by substituting a contest between groups for one between individuals. (4) The judges should inform the coaches and the participants of the criteria that will be applied. (5) Discussion should be removed from the atmosphere of the debate tournament.

The following plan for a national contest in discussion is based upon the five preceding theses:

1. Any university, college, or junior college in the United States may enter a "team" of five members. Participants must be classified by their college registrars as full-time undergraduate students. In 1951 the contest will be restricted to the first twenty institutions that send their entry to Dr. Wayne N. Thompson, Director of Forensics, Chicago Undergraduate Division, University of Illinois, Navy Pier, Chicago 11, Illinois.

2. The discussion team will prepare a twenty-five-minute recorded program either on a sixteen-inch, 33 1-3 r. p. m. disc or a tape that can be played back on a model 101 Ekotape.[3] The program will be a public discussion, such as the University of Chicago Round Table or the Northwestern Reviewing Stand. Descriptions of these programs may be found in Judith Waller, Radio: The Fifth Estate, pp. 197-210, or in Seth A. Fessenden and Wayne N. Thompson, Basic Experiences in Speech, pp. 142-161.

3. The question for discussion shall be the national topic. The group may analyze and limit the topic in any way that is consistent with presenting an informative, interesting program. The name of the college should not be mentioned by the speakers.

4. The recordings are to be shipped to Dr. Thompson not later than December 1, 1951. The University of Illinois and Dr. Thompson assume no responsibility for the recordings, but will exercise all reasonable care against breakage, loss, and theft. The recordings will be returned to the respective schools, but the owner grants to the University of Illinois the right to use the recording for one non-commercial radio broadcast between December 1 and December 30, 1951.

5. The programs will be judged on the following criteria: (1) amount, quality, and relevance of the information; (2) originality and accuracy of thought; (3) organization; (4) interestingness; and (5) delivery.[4]

6. Awards of first, second, and third will be given to the three best programs, and evaluations of superior and excellent will be given to other worthy entrants. The decision of the judges will be final.

7. Participating colleges will receive the written comments of three judges and a composite profile of the reaction of the members of a speech class.

8. The reaction of the members of the class will have no bearing upon determining awards. The belief is, however, that the response of a "lay" audience will prove to be interesting and valuable.

V

The usefulness of such a national contest remains to be determined. The writer is hopeful that it will preserve the values of competition without interfering with the cooperative, reflective nature of the round table. If the contest proves successful and becomes an annual event, suggestions for its modification will be appreciated.

Some will object that a public program, perhaps rehearsed one or more times, is not reflective thought. This observation is true, but the production of the program requires motivated reflection. Before making their recording the participants are compelled to think cooperatively; they have a realistic problem to solve, "How can we present the best possible program?"

Entries are now being received, and inquiries are welcomed. Entries should be sent to Dr. Wayne N. Thompson, Director of Forensics, Chicago Undergraduate Division, University of Illinois, Navy Pier, Chicago 11, Illinois.

I hereby enter my college in the First National Contest in Public Discussion and agree to the provisions of Rule Four in the accompanying article.

Director of Forensics

1. J. V. Garland, "Evaluations Committee Praises Congress . . . ," **The Gavel**, XXXIII (1951), 73.
2. **Ibid.**, p. 72.
3. Detailed instructions for packing and recording will be sent on request.
4. Competing institutions will receive a copy of the detailed instructions to judges.

DEBATE PAYS DIVIDENDS

By Austin J. Freeley*

MANY of us, when we think of bankers, conjure up an emotional stereotype of a hard-headed, intensely practical sort of chap given to analyzing everything in terms of dollars and cents, keenly interested in obtaining a suitable dividend for every investment, not only fiscal, but also of his own time and efforts.

Like most stereotypes, this one omits so much that it cannot be applied to any individual. Yet, at the same time, I certainly hope bankers in general are practical men and that they have an especial concern for investments.

The nature of a banker's work is non-academic, and as one who moves largely in university circles, I was delighted to find that the American Institute of Banking is intensely interested in debating and has been for some time.

Those of us who are in the speech field have been telling our students that debate is an activity which will be of great value to them in business and the professions. Here in banking we find concrete evidence that a very important group in the business community not only believes in the values of debate—but that as individuals and through their national organization they are willing to invest considerable time, effort and money in the practice of this belief.

The American Institute of Banking itself is a unique educational undertaking. Established in 1900 it is an organization designed primarily to provide banking education for bank personnel. It has a membership of nearly 100,000 bank officers and employees in over 200 chapters throughout the country. Class enrollments number nearly 500,000 yearly.

The AIB conducts debating primarily "to train bank men and women in logical thinking, sound analysis, and ability to convince others; and to encourage the study of problems that are national and international in scope."

The extent of the program shows the weight the AIB attaches to this activity. For debate purposes the AIB has a national debate committee consisting of a chairman and one member from each of the thirteen districts in the country. The program has expanded so that in 1950 vice

*Department of Speech, Boston University.

chairmen were appointed for each of the four contest districts in the country.

The chapters are organized into a nation wide contest of qualifying debates which lead through regional championships, semi finals to the final debate which is a featured event of the National Convention.

The number of debates required for chapters competing in the national contest varies from 2 to 4 according to the membership of the chapters. If only one team in a district wins all its qualifying debates it is automatically in the semi-finals. If more than one team wins all its qualifying debates or if none wins all, reference is made to point scores, based on chapter size, wins, unanimous decisions, use of new debaters, use of new subjects or opposite side of questions previously used. If there is still a tie, an elimination debate is held. This system calls for higher level accounting which would phase the average debate coach; the bankers find is eminently satisfactory and exceedingly simple.

Although the number of qualifying debates may seem small to the college debater, AIB debating is not limited to qualifying debates for the national contest. Frequently AIB teams meet colleges and acquit themselves with high honors. The small number of debates does not reduce the quality of debating, for each debate is preceded by intense briefing sessions extending over weeks during which all the resources of the chapter and the members' banks are pressed into service. The sheer weight of material sifted would give pause to the average debater and the use to which it is put is impressive. At least one team last season went into an important debate with seven possible Negative cases, the one to be used depending on the approach taken by the first Affirmative.

This writer can offer personal evidence that AIB teams can hold their own with college teams. Two years ago one of my own college teams, which had been successful in winning a few tournaments met an AIB team in the "On Timely Topics" Series at the Boston Public Library. As I also coached the AIB team I was in the position a debate coach dreams of, "my team was sure to win"—and my AIB team did.

While the AIB teams lack the dash and razzle dazzle of the fast ted, both teams jockey for every pospaced seasoned college tournament debater they are a pleasure to work with, their mature approach is stimulating, and their intense advance preparation together with analytical minds make them formidable opponents.

The supreme effort, however, comes in a qualifying debate. One long standing rivalry is that between the Boston and New York chapters. The debate is preceded by weeks or months of study by each side. Complicated diplomatic negoiations by letter and phone call are needed to work out every detail. The choice of question and side are subjects of careful weighing of every word, calculated risks are determined, the potential of every debater is analyzed, standings of other chapters are studied as the value of points is estimated, the opposing team's probable case is built and rebuilt, attacks and defense are plotsible advantage.

The debate is finally held under conditions a college debate coach would envy. The visiting team is duly greeted at the station, a dinner is held at some famous restaurant with chapter officers and judges — always an educator, a jurist, and a banker, as guests. The debate then gets under way before a capacity audience. In Boston it's at the Parker House, in New York in the chapter headquarters in the Woolworth Building.

As all AIB debates, this is a three-man affair with two twelve-minute first constructive speeches for each side and two eight-minute constructives followed by four five-minute rebuttals. The third man—the alternate, sits on stage with the team. Although he does not speak he handles the rebuttal files, outlines the opponents case, and helps the team prepare rebuttals during the off-stage break between constructive and rebuttal speeches.

District winners are paired and meet at the national convention of the AIB for semi-finals and finals. Mr. Jesse H. Jones, former chairman of the Reconstruction Finance Corporation and now chairman of the Bank of Commerce, Houston, Texas, has established a fund to pay $100 expense money to each speaker to the finals and semi-finals, $300 to the winning team and $200 to the runner-up, with railroad and Pullman fare to and from the convention as far as the remainder of the $2,500 annual fund will permit.

The Puelicher cup was first awarded to the national winner in 1929 by the late John H. Puelicher of Milwaukee, former president of the American Bankers Association, parent organization of the AIB. The cup was retired by Philadelphia in 1932 and Mr. Puelicher presented another cup which was retired in 1950 by Los Angeles. His family has placed another cup in competition.

National winners have been:

1921	Omaha
1922	Seattle
1923	Philadelphia
1924	Kansas City
1925	Yakima
1926	Detroit
1927	Detroit
1928	Detroit
1929	New Orleans
1930	Philadelphia
1931	Philadelphia
1932	Philadelphia
1933	Saint Paul
1934	Los Angeles
1935	Saint Paul
1936	Birmingham
1937	New York
1938	Chicago
1939	Essex County
1940	Philadelphia
1941	Baltimore
1942	Tulsa
1943 through 1946 — no convention held.	
1947	New York
1948	Philadelphia
1949	Los Angeles
1950	Los Angeles
1951	Philadelphia

A somewhat similar contest in Public Speaking is conducted by the AIB each year with substantial prizes made possible through the A. P. Giannini Fund established by the California banker.

With the ever-increasing need of articulate spokesmen for business and industry—the Plight of the Conservative as Dean McBurney[2] phrased it—it is encouraging to see the banking profession responding to this need through the AIB debate and public speaking program.

The nation wide facilities of the ABA and the AIB backed by the funds established by such eminently practical men of affairs as Messrs. Jones and Giannini, together with the efforts of countless men who view the program as not only valuable in itself but also as a carefully calculated step in a plan of professional advancement show that de-

The Role of Youth Discussion in a Speech Program

By Robert C. Kennedy*

A STUDY of the role of the speech department in the development of youth discussion encompasses three primary factors:

I Determining the responsibility of the speech department in training students for effective discussion.

II Preparing high school students for the different levels of discussion.

III Teaching the techniques of developmental discussion.

I

It is the real responsibility of the speech department to develop effective discussion techniques — in all subject areas in the secondary school. Discussion should not be one thing in the social studies, a different technique or approach in English, and a loosely organized method of recitation in a science class—all in the same building. Obviously, discussion is not the only effective teaching method or learning process in every subject area. On the other hand, discussion methods or techniques should be uniform, be effective for learning, and be competently led. Group discussion can and should be used effectively for the study of the House of Seven Gables in English and the solution of a problem in physics or biology as well as for an analysis of current problems in national or world affairs. The development of tested, effective discussion techniques is the responsibility of the speech department. Students who participate in a discussion in any subject area can and should obtain their training in speech classes.

There are many instances, of course, in which the speech department is called upon to polish the performance of another group for public presentation. This is the case, particularly, in the preparation of radio programs, assembly programs, dramas, and Junior Town Meetings. However, every high school student should have real training in discussion. This training should be the responsibility of the speech program.

*Mr. Robert C. Kennedy is Executive Secretary of the Junior Town Meeting League and Associate Editor, American Education Press. This article is similar to Mr. Kennedy's speech before a sectional meeting of the national convention of the Speech Association of America in December, 1950.

bate is not just an academic sport but a proven asset in the business world—in short, debate pays dividends.

Other business, industrial, and professional organizations would do well to emulate the example of the AIB. As the political cauldron boils more intensely, and the need for effective public relations gains wider recognition, we may anticipate the day when debate training will become a standard prerequisite for the executive. The business executive is his own best—and in a sense his only effective—spokesman. The college trained debaters can fill only a portion of the executive positions in the coming generation. This extension of debate training beyond academic circles, but with sound academic grounding, is to be welcomed.

1. The author is indebted to Mr. John F. Elsbree of the Rockland-Atlas National Bank of Boston, former national AIB Debate Chairman, for making available historical data on AIB debating.

2. McBurney, James H. "The Plight of the Conservative in Public Discussion," Quarterly Journal of Speech, April 1950, p. 164.

II

Why is training for discussion necessary? The chief reasons are that techniques vary and that discussion can be used in different ways for the solution of different problems. We are not concerned here with such problems nor with the need for their study and discussion. We are concerned only with effective group discussion in the learning process; and, in my opinion, this can best be developed in the high school speech program.

What, then, should be our approach in the preparation of high school students for different levels of discussion?

We all recognize that discussion has been considerably refined, that different and more effective techniques for discussion in the learning process is increasing. We also know that a series of student reports is not discussion, that debate, in which only two points of view are presented, is not discussion, that recitation is not discussion, and that conversation or argument is not discussion. Discussion is the oral interchange of ideas. This interchange, when competently led, includes the following elements:

(1) A cooperative effort to use facts in the solution of a problem.

(2) The testing of facts proposed in the solution of a problem.

(3) The proposal of alternative solutions.

(4) The presentation of divergent points of view on the solutions.

Besides the oral aspects of group discussion, the speech program should work to develop these different kinds of levels of discussion:

(1) Discussion to open up a new area of study.

(2) Discussion to consider the soundness of a general principle not yet firmly established.

(3) Discussion to synthesize inconsistent generalization.

(4) Discussion to consider possible applications and ramifications of principles apparently established.

(5) Discussion to develop rather complete group thinking about a subject when the facts are already adequately known within the group.**

The speech program on the secondary level should also develop effective means of evaluation discussion. It is only by accurate evaluation of a specific discussion that techniques can be assessed, changed, or modified. Though more work needs to be done in the application of evaluative methods, it is generally agreed that we can measure the following changes which may occur during the discussion process:

An increase in knowledge and information.

An increase in intellectual abilities.

An increase in intellectual skills.

New areas of interest.

Different attitudes and values.

Personal social adjustment.

III

Within this general framework for evaluation, the speech program can teach certain elements in the actual process of developmental discussion. It must be remembered—and this is certainly obvious—that the subject of a particular discussion will condition its development. The nature of the subject at hand will determine in large measure the data to be used, the points to be projected, and

must be sure, therefore, to develop fluid discussion techniques at the same time they are perfecting and the points of view to be presented. A discussion on the armament of Western Germany will differ in component parts from a discussion of price controls. Speech instructors refining specific approaches. They will find that competence in elocution does not necessarily indicate a grasp of facts to be considered—that good discussion cannot include the exchange of ignorant or biased opinion. A discussion concerning Banquo's role in Macbeth will not involve the same procedure as a discussion which is intended to develop speculation and thought concerning a problem in physics.

It is suggested, therefore, that the following steps be considered in the development of effective discussion in a speech program:

Selection of the problem. A problem should have significance. Suitable material for study should be at hand.

Statement of the problem. A problem should be stated clearly in question form so that controversy is implied.

Confinement of the problem. All preparation and discussion should be confined to the specific problem as stated.

Statement of hypotheses.. All hypotheses should be suggested as a framework for relating data to the issue.

Presentation of known facts. All facts supporting divergent points of view should be verified before the discussion begins.

Statement of controversial aspects. Controversial opinions and points of view based on facts should be stated early in the discussion process.

Intermittent "stock taking". To obtain maximum clarity and to minimize idle speculation, the discussion should be assessed frequently in terms of facts already established, agreement reached, etc.

Focusing of opinions. Conflicting opinions should be pointed up frequently in order that more discussion can be elicited or progress toward agreement detected.

Sorting of facts. When all facts have been presented, they should be summarized in terms of the initial problem.

Resolution of opinions. If indicated, conflicting opinions should be resolved. If agreement is not desirable, opinions should be restated in terms of the discussion.

Good discussion can be an exhilarating and rewarding experience for all who participate. Moreover, it can be a very effective instructional method and a true learning process. All other oral media of personal or group communication are the responsibility of the speech department in most secondary schools. Why not discussion?

Remarks for Good of the Order

JUDEX EX MACHINA

Samuel Sackett,
Hastings College

Malcolm Sillars,
Iowa State College

We had only been out of college a few years when we decided to drop in on our old friend and classmate, Oscar.

We often wondered what had become of Oscar, so when we learned that he was teaching mechanical engineering at the state university, we decided to drop in and see how our old pal was getting along.

He welcomed us with great enthusiasm. "Kids," said Oscar, who regarded any non-scientist as a child, "We are on the threshold of a great new era. The future of American economy and world peace is at last in our grasp. Science can cure anything." Oscar told us, "and I have invented a machine that will solve problems. This neotechnic phenomena is equipped with heterodynamic forces, hectodynamic forces, octodynamic forces, audiodynamic forces . . . "

Oscar drifted on, while we stood with mouths wide open. We believed that this cold, calculating testtube of a man was beginning to show emotion, his voice rose high and quivered, as the number of dynamic forces multiplied before our ears.

"How does this machine work?" we asked.

With a flourish, Oscar opened the door of his laboratory and showed us inside. There, shining polished brass and steel met our eye, as before us, towering to the ceiling, stood a tremendous machine.

"You want to know how this works?" Oscar said; "I'll show you. You see, this machine has been developed to solve problems. All of the factors which influence human judgments, and force them to be brutishly unscientific, are filed off."

"Gloriosky!" we exclaimed. "What is it that makes this machine superior to human beings in the solution of a problem?"

"This machine never sleeps," Oscar replied. "No matter how dull the problem placed before it, it will stay wide awake and attentive. Being angular and metallic, it is never impressed by the curves of any disputants. Because of its own brilliant sheen, it is never unduly influenced by flashy speaking.

"This machine is always unbiased, because it keeps all its opinions to itself, as most machines do. It is fed by an automatic ticker tape that keeps it informed not only of the rules of the dispute but also of the matter under discussion. It also takes notes on the argument, so that it can refer back to whatever has been said."

We bowed our heads in reverence.

Oscar continued, "I have outfitted this scientific phenomenon with the most completely logical brain in or out of existence; its cortex is supplied with the finest copper wire that Chilean mines can supply, and its medulla is composed of the very best Swedish steel, with aurucal nerves by General Electric.

"This machine never brings in any arguments of its own; it just sits there and listens to those brought out by other people. Its face is especially designed to show no emotion except a faintly genial smile. It has an automatic timer that lights up when people have talked too long. And to top all this off, the machine is tilted slightly forward to give an impression of active, interested attention; this is to encourage those who bring problems before it."

We looked at each other in amazement. This machine was truly the wonder of the age.

"I have put this machine to every possible test," said Oscar, "and it has passed them all successfully. In the future, every home, every office, every factory, every street corner, will have one of these mechanisms. When a man and his wife have a fight, they will simply submit the problem to the machine, and a fair and equitable solution, satisfactory to both will be forthcoming."

Conscription for Essential Service—A Debate

AFFIRMATIVE CASE

Resolved, that all American citizens should be subject to conscription for essential service in time of war.

In debating the above proposition the first consideration is: what does it mean? To find that important matter out one must first resort to dennitions and to their combined import. In the light of what these reveal, he may discuss the meaning of the resolution.

The terms. First term of importance is American Citizens. That, certainly is inclusive. Anyone born in this country is a citizen, to say nothing of many who migrate to this country and become legalized citizens. There are probably around 130 millions of us. Second, should be subject means, if we understand this statement properly, that these citizens should be liable to our government for services, taxes, etc., or for whatever is included in the term "essential service in time of war." Essential service in time of war includes first and foremost—military service. This means the draft, and catches at the present time all men between the ages of 18½ and 35 approximately. Our term, however, is broad enough to catch the men too old and too young for military service, for it says "essential service", not military service. This term is broader and includes military service. That no doubt means that taxation is implied. Those too old or too young to fight can pay the taxes, or they can render non-military service. Implied in this also, since they are citizens, are women. They can pay taxes or render non-military service. Evidently the meaning here is that a citizen, male or female, may not only be drafted to military service, but may be drafted for non-military service, or may be taxed for governmental necessities in time of war.

The issue. With the terms understood, the issues involved in the statement begin to clear. The proposition means that the government has the say in time of war, and the individual's freedam is definitely bounded by government necessity or by government discretion. If government discretion be satisfactory—all is well. If government discretion be unsatisfactory, and that is possible, then all is far from well, and we have a very important government prerogative under discussion. In fact, we have a proposal which places tyranny within the hands of our government whether it is discreet or not. What we are really concerned with is this: Shall we trust government with the right to decide what is "essential service" from an individual citizen in time of war.

Government competence. The very first issue that arises is one of government competence to order the lives of its citizens. If government becomes unreasonable and takes too much it becomes tyrannical, unjust, and unbearable. Government probably would not do this, but the average citizen would prefer not to give government so much right over the individual, not that he doesn't trust government, but that no one trusts anyone or anything beyond the usual bounds of reason. There is always a limit to our trust in established authority. There is always a limit beyond which it is unwise and unsafe to go. Everybody understands this fact. The question arises, does this proposition carry us beyond wise and safe limits. The affirmative says it is safe and reasonable, and the negative says it is unsafe and dangerous. Thus the lines are drawn over expediency, safety, and practicability.

Government is the Proper Authority. Experience has taught humanity that there must be governmental authority. That governmental authority must be definitely limited and outlined and agreed upon by the people. We have such a government definitely outlined in a democratic or rather republican form of government, subject to the will of the people and responsible to them. We have made our government by design, as safe as we can devise it, and at the same time govern our people efficiently. The citizen is assured of justice and protection. It is not further a matter of government but one of citizenship.

Is Conscription of the Citizen an Essential Service? Has government or society a just right to ask that every citizen be liable to service or taxation in time of war?

If government does not have the right to ask the citizen to serve, pay taxes, or otherwise defend the country in time of war, of what use is government, of what value, of what benefit. Government is the servant of the people, not its master. Government cannot do anything the people do not sanction. The people must think of the issues before them as their problems, their decisions, their actions. It is not easy to separate the will of the government and the will of the people. One can never be sure without a vote. With no vote, the will of the government is the will of the people, for the government is constituted by the last vote of the majority of the people. The citizen is really the final authority and is really responsible after all for the attitude of the government. All service to government must come from the citizens in the aggregate, all taxation, all labor, all military service, etc. The citizen does not have a very strong case against conscription for essential services for government must of necessity depend upon the citizens. It is not perhaps so much a matter of right as it is a matter of benefits as far as the citizen is concerned.

The Citizen Benefits from Conscription. In so far as government benefits by any action, all citizens benefit—the results accrue to them. They gain or lose as the government gains or loses. If ever there was a time to subordinate the individual or group selfishness to the national good, that time is now. Disunity at home—bickerings, self-seeking, partisanship, stoppages of work, strikes, inflation, business as usual, politics as always, luxury without interruption—these all remind us that there must be law and government to establish the balance and maintain the faith. The citizen must assume his duty as it is assigned to him. After all, it is his government, and he is responsible.

Franklin D. Roosevelt recommended a national service act which would make every able bodied man in the nation subject to essential service. He cited the success of national service in Great Britain, Canada, Australia, Brazil, and other nations. The chief arguments for universal conscription are: its fairness

—equal sacrifice and responsibility on the part of all—its equality—it is as fair to ask one man to pay or work as to ask another to risk his life in military service. Its essential justice—placing the responsibility upon each and every citizen regardless of race, color, sex or creed.

Certainly the nation has no less right to require a man to make weapons or to help pay for them than it has to require another man to fight with those same weapons. It has the same right to eliminate strikes and to insure the unbroken use of man power in national defense in time of war that it has to govern in time of peace. The late Henry L. Stimson, when Secretary of War, argued for the "same liability for all."

The Role of Women. Our great unused source of strength is probably —Womanpower. To date our nation has not had to call upon its full strength even in time of war. We have used women in war time but we have not conscripted them, nor have we even begun to call upon their full strength to add to our man power. When the next war comes, we may have to call upon our woman power in order to survive. Women, themselves, will not permit us to look upon this as a hardship. They will be happy to serve, and most unhappy if denied their chance to fight for their country. "In a struggle for survival, surely we can put aside thinking in our familiar dichotomies. We are all expendable. The questions are only 'where?' and 'In what capacity?"

The case for Conscription seems so obvious it is almost difficult to state it completely and effectively. It is so closely associated with patriotism, one's duty to one's country and to himself, that there doesn't really seem anything to argue about. All we need to say is that every American will do his duty, and the case is closed.

NEGATIVE CASE

Without any unfair assumptions that we are not willing to live up to our manifest duty, or are not as patriotic as our opponents, we wish to state that we are just as willing to fight for the country as the next one, but we do not elect to do it blindly. We admit that the affirmative made everything sound fine and all right, if you don't get a bit inquisitive and look under the rug, or examine the sweepings scooted behind the door in nervous haste.

The definitions. We have no quarrel with the definitions as stated. Essential service most certainly means the service the government needs in a time of war. It is all so closely connected with what we all think and do about our country in time of war that it is not easy to draw the lines and express ourselves in a debate like this as we wish it were. To begin with, we do not agree that the issues are clear. WE think they are very difficult. If they had been easy, the issues would all have been settled more than a hundred years ago. Why is this issue of the responsibility of the citizen and his duty to government still open to debate. Precisely because our fathers have not been able to settle it satisfactorily. Let us not kid ourselves into thinking like the affirmative has, that we can shut our eyes and swallow, and everything will be lovely. One could swallow carbolic acid that way, but we maintain it would be an unwise thing to do.

According to A. F. of L. President William Green "A national service act would be a mistake. It would substitute compulsion and regimentation for free enterprise and liberty in American Labor and Management. We believe that Mr. Green is talking sense. We prize American Liberty and freedom of action and enterprise more than we do uniformity. We see no particular sense or value in regimentation. We aren't here to whoop her up for dear old Hale. We think enactment of such a bill would constitute a catastrophe; would be an inglorious confession of the failure of the American way of life.

The Issue. The issue isn't so simple as the competency of government and the loyalty of Americans as citizens. There could be serious consequences to rash and hasty action. We could lose our freedom. We could sell our birthright of freedom by failure to look at the ultimate and at consequences. We do not propose to be so precipitous. Why not take a square look as things? We maintain that this proposition is not as wise and safe as the affirmative says it is. Frankly, we do not think government is competent in a matter of freedom or tyranny, such as this becomes once the die is cast. Power is something that governments do not give up, once they have acquired them. Power is something that can become extremely dangerous without proper limitation, control or guidance. We firmly believe that power belongs and should remain with the people and not with government. The affirmative would beguile us into giving the people's power over to the government. We think this would be disastrous.

Now we are not any more skeptical of our government than we should be. Liberty is won by eternal vigilance and held the same way. We do not think our government has any unusually vile intentions. We think it is a pretty good government as governments go. BUT we are not satisfied to give all the people's power to government and let it go at that. Government must of necessity be composed of individuals, and unfortunately of individuals sometimes whose judgement is open to question. A government can easily make mistakes. In fact it often does so. That is why we have political parties and a loyal opposition.

Conscription. The government has enough power now in this matter of conscription. Young men in this country are subject to government call to military service whenever the government chooses to interrupt their education or professional calling. We are not in favor of a law that will subject the rest of the population or citizenship, including women, to unquestioned government service and taxation at the whim of political and often incompetent executives. We shall see the rights and liberties of the people go into the hands of politicians with considerable reluctance. We protest that we are not lacking in patriotism. This is not patriotism but discretion. We are willing to support our country in time of war or at any time, but we are for American liberty first, last and all the time. For us this is the heart and essence of the American way of life and we propose to stand for that kind of liberty as long as we live. The function of government is to serve the people, not to tell them what to do at every step. When America comes down to this, we shall want to migrate to the South Sea Islands.

We hold Patriotism in High Regard. If there is one thing in Amer-

ica that does not need to become a matter of law it is patriotism. Take his liberty from an American and you have destroyed him. You have sapped his spirit and his energy and you have taken his efficiency. An American does not have to be told. Patriotism is one thing you can leave to his common sense. If our country were in actual danger, the volunteer would exceed the conscript, and the patriotism of the young would not exceed that of the old. The old would put up the taxes, the young furnish the men for the service. To make a law declaring everyone liable would just insult American patriotism and love of country.

Freedom not Compulsion. Why are we the greatest industrial country the world has ever seen? Because we are free. Free enterprise means both greater production and greater morale on both the home and the fighting fronts. When we submit to tyranny on the home front, the fighting front will go down to defeat. Freedom is America's defense secret, not wealth, not production, not mass preparation.

Caution. We do not mean by this that we would fail to make preparation or to sustain our armed strength. We believe in preparation, and we believe in foresight. It would be criminal to be unready, or to let our strength fail because of our unprovidence—Uncle Sam at least is never stingy. There is more danger that we shall be spendthrift than provident.

Equality. That we should as citizens be equal before every law is an American tenet. We want it that way. One man fights, another man pays, both serve. That is our idea of Americanism. Such things run too deep in fundamental Americanism to be made a matter of law. Our government need only ask. Anything more would humble and shame us. We are a country of volunteers and dollar a year men. Let the government make plans for our defense, the people will do the rest.

Bragging. What we have been saying here is not bragging, not an idle boast; it is our concept of Americanism. From our point of view it is truth. Law has its place, but it is not the place of law to inspire us, but merely to direct us. To pass a law demanding loyalty would do more harm than good. It would take all the pride and joy out of essential service and turn it into slavery and base servitude. In the name of Americanism and all it means to 140 million grand people, we protest. Let us keep our self-respect. Let it not be said, Americans have to be compelled to do their duty to their country.

Summary. And now by way of conclusion may we say.—Conscription is unnecessary; it is unwise; it ignores fundamental patriotism; it contradicts honest Americanism! Anything so lacking in consideration of the real spirit of Americanism deserves only contempt and condemnation, and let us see that universal conscription gets it.

Locals and Personals

Richard F. Yoo is directing the broadcasting at Alabama Polytechnic Institute and has doubled the enrollment in the Radio Workshop. His newscast features 30 minute dramas.

Coach Tom Houston, of Southwestern State College (Okla.) is planning to take a team on a tour to the Pacific Coast this debate season, perhaps attending one of the Western Tournaments en route.

John B. Stetson University of DeLand, Florida has purchased the local broadcasting station. Prof. Clarence L. Menser, of the Speech Department, formerly with the N.B.C. is operating it in connection with the Speech Department.

Albert Martin, of the Speech Department of Dartmouth College is developing an album of Reading by teachers of interpretation, an interesting venture to say the least. He should soon have a new and interesting version of "I can hear them now."

The Deep South Debate Conference, formed last season to aid its member colleges in traininig first and second year debaters, met at Auburn Feb. 11-12. Five colleges sent representatives: University of Alabama; Mississippi State College for Women; Alabama College (Montevallo); University of Mississippi, and Auburn. Four rounds of debate were held on the national question. A week later Auburn held its annual intramural tournament for its fraternities, sororities, and independent groups.

Miss Jane Beasley has been appointed Assistant Professor of Speech at the University of Alabama and will be in charge of the Children's Clinic.

Albert Bienert has resigned from his position with the University of Alabama to enter the Hearing Aid Business.

A two man team from Oxford University, England, will tour the eastern half of the United States during the fall months of 1951.

American teams will be sent to England in the spring of 1952 and to Australia next summer (1952).

In order to get a debate with one of these teams while they are on tour here, the Institute requires that $100 be paid to the Institute toward the travelling expense of the team, and lodging and entertainment also will be furnished.

The Otarion Company is featuring a new hearing aid designed to serve the extremely hard of hearing. This is a difficult field and few hearing aids enter it because of the increased expense and the narrowed patronage.

Arthur Fleser, Asbury College, Wilmore, Ky., received his A. M. in speech at the University of Iowa last summer.

William Dibrell, a graduate of Southwest Texas State Teachers', San Marcos, has joined the staff of the Walter Reed Hospital at Washington, D. C. as a speech therapist.

Herman Pinkerton, of Tennessee Tech directed the Tennessee Intercollegiate Forensic Tournament last February at Cookeville.

The Committee on Debate Materials of the S. A. A., which meets at the Hotel Stevens in Chicago, Dec. 27, 1951, is anxious to have all high school leagues represented at its meetings in connection with the S. A. A. Convention to select the 1953 debate question for high schools.

A nation-wide debate on the new high school subject will be broadcast Sunday, Nov. 18 at 10:30 a. m., by the Mutual Broadcasting System, from Chicago, Ill. The debate will originate at Northwestern University under the direction of Dean James

H. McBurney, who will preside when it is broadcast at the Reviewing Stand. The debaters will be Prof. Carroll Daugherty, of Northwestern school of Commerce, and Lawrence J. Fenlon, Illinois State Commander of the American Legion on the affirmative and Mr. James B. Carey, Secretary-Treasurer of the Congress of Industrial Organizations and Mr. Frederick H. Harbison, Director of the Industrial Relations Center of the University of Chicago, on the negative. Copies of the debate may be obtained from The Reviewing Stand, Northwestern University, Evanston, Ill.

The Committee on Selection and Statement of the College Debate Question for the 1951-52 Debate Season announces the following: Resolved, that the Federal Government should adopt a permanent program of wage and price control, as the new debate subject.

How can we as a nation improve our ethical and moral conduct, is the national collegiate discussion subject. The committee this year is: T. Earle Johnson, University of Alabama (Tau Kappa Alpha); William Howell, University of Minnesota (Delta Sigma Rho); Glenn Capp, Baylor University (Pi Kappa Delta); Glenn Jones (Phi Rho Pi) and Glenn Mills, Northwestern University (S. A. A.) Chairman.

Prof. Earl Huffor of Sam Houston State Teachers, Huntsville, Texas, was a California visitor in late August.

Prof. Wayne N. Thompson called on the Editor of this magazine the last day of the University of Redlands summer school at the end of August. Wayne drove out a new car for a middle west dealer and got a few days' vacation seeing Southern California before the school year begins at the Chicago Division of the Univ. of Illinois.

E. Ray Nichols, Jr., formerly of the Speech Staff of the University of Oregon, has joined the Speech Department of Whittier College for the coming year.

Albert S. Johnson, formerly in drama at Cornell College, Mt. Vernon, Iowa, is joining the Speech Staff at the University of Redlands, and will follow Max Popovich in drama. Mr. Popovich is taking the drama position at Stockton Junior College.

The fourth annual Ohio Speech Conference was held Oct. 6, '51 at Ohio University, Athens, Ohio. The University dedicated its new Speech and Theater Building on the occasion of this conference. The following organizations cooperated in this Conference: Ohio Assn. of Speech and Hearing Therapists; Ohio Assn. of Secondary Teachers of Speech; Ohio Assn. of College Teachers of Speech; and, Ohio High School Debate League. A. C. LaFollette, of the University Speech Department, is taking charge of local arrangements for the guests.

Bruno Jacob, Secretary of the NFL is making a reprint of the Bibliography on Universal Conscription for War Service prepared by the Library of Congress.

The NFL announces eight new chapters at the following high schools: Osage, Ia.; Barberton, O.; Purdy, Mo.; Banning, Calif.; Erie, Colo.; Flandreau, S. Dak.; Alamo Heights, Texas; and Colton, Calif.

The new Northern California Forensic Association plans to hold a one-day practice meet on November 10 to prepare for the Western Association Tournament usually held the three days before Thanksgiving. The Association met Sept. 13 to plan the season's program. The members of the Association are: College of Pacific, San Francisco State College, University of San Francisco, University of Santa Clara, San Francisco City College, San Jose State College, St. Mary's College, College of Marin, Stanford University, University of California, Stockton College.

The California Colleges met at the Student Union at University of Southern California, Saturday morning, Sept. 29th to plan the annual debate and tournament schedule. The main tournaments were continued. Anyone interested in a debate trip to California to attend one of the main tournaments should write to Prof. Emmet Long, Pepperdine College, Los Angeles, Secretary of the California Forensic Assn.

East Central State College, Oklahoma, commonly called Ada after the city of its location, announces its fifteenth annual Forensic Meet for Thursday, Friday and Saturday, Nov. 29, 30 and Dec. 1st. Write Prof. D. J. Nabors for rules, entry blanks, and general information.

The tenth annual University of Nebraska Intercollegiate Discussion and Debate Conference will be held February 22 and 23 at Lincoln, Nebraska. The plans include Oratory, Extempe Speaking and Radio Newscasting in addition to 4 rounds of Debate.

The annual preliminary speech and debate clinic held at Los Angeles City College the last two or three years, is to be held on the UCLA Campus, Oct. 13. The exhibition debate will probably be held on the college subject between S. C. and the Univ. of Redlands.

The Oxford University debate team, composed of Dick Taverne and William Rees-Mogg, has an extensive tour throughout the eastern states during October, November and December. They will engage in some 44 debates after their arrival in New York Oct. 4. The English team is composed of men this year who are quite familiar with American life and ways and both hold prominent positions in the Oxford Union, one being president and the other secretary librarian. Mr. Taverne is planning to be an attorney and has lived in Holland; Mr. Rees-Mogg plans a career in journalism. His mother was an American-born citizen.

Texas Southern University, Coach Thomas F. Freeman, announces a tournament for the November schedule with debate and four or five other events. It is open to the nation. A card to him at Houston, Texas, will bring details to anyone interested.

Prof. R. D. Mahaffey of Linfield College, which annually sponsors a high school Tournament of the Oregon high schools and a college tournament for the Pacific Coast and Mountain region, was elected President of the National Pi Kappa Delta Honor Society at its biennial convention held at Oklahoma A and M College at Stillwater the last week in March. Professor Mahaffey has been the Speech Coordinator for the Western Association for several years and has just been succeeded by Prof. Paul Smith, of Pasadena City College. Prof. Mahaffey is the newly elected president of the Western Speech Association.

Charles "Chick" Bilyeau, former University of Redlands debater, directed a Globe Theater adaptation of Comedy of Errors by Shakespeare which played to various school audiences in Pocatello and several other towns in south-central Idaho.

OUR COVER PAGE

Classen High School, which was erected in 1920, has, since that time, risen to great heights. Its latest claim for national recognition has been in the form of debaters Rosemary Skinner and Arnold Fagin, who won the National NFL Debate Tourney at the George Pepperdine College in Los Angeles, California. They were the fourth national champions from Classen in debate. A record which is unmatched by any other high school.

The speech activities at Classen are not limited to debate, however, for there is an abundance of talent in many phases which has come to be known throughout the state.

Classen has been successful not only in speech, but also in athletics, for this is also important to the school-minded and loyal students.

The fine arts departments at Classen have not been neglected, either. The a cappella choir is one of the best in the state, and the band, art department, and journalism departments have received national recognition.

Classen, with true Southern hospitality, has been host to the Southern Association of Student Councils, and has been the scene of the National Speech Tournament.

The principal of Classen, Mr. W. H. Taylor, has just reason for being proud of his school, for here is a well-rounded combination of academic, athletic and activity interests.

CALENDAR

Oct. 13: California High School and College Debate Clinic, U. C. L. A.

Nov. 9-10: Santa Barbara State College Tournament.

Nov. 19-21: Western Speech Tournament, Fresno State, Calif.

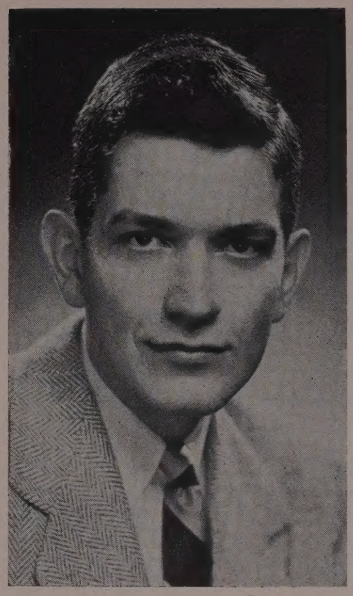
Dec. 7-8: East Los Angeles J. C. Novice Tournament.

Feb. 8-9: California Inst. of Technology (Debate only)

Feb. 16: U. C. L. A. Speech Event Meet.

Feb. 16: Delta Sigma Rho Tournament, DePauw University, Indiana.

March 14-15: Ohio State H. S. Forensic Finals, Columbus, O.



LARRY CROCKER
Denison University

LARRY CROCKER, OUTSTANDING STUDENT DEBATER

Larry Crocker, Pi Delta Epsilon, Blue Key, Tau Kappa Alpha, Omicron Delta Kappa, Phi Beta Kappa, debated during his four years at Denison. As a member of the squad during his sophomore year, he helped win the Ohio Intercollegiate debate trophy for the championship at Capital University that year (23 Ohio colleges participating). He debated at Boston Tournament and won a certificate of merit. He debated in split team debate at Ohio Wesleyan before student body as a Junior. He was a member of the winning squad at the Otterbein tournament during his Junior year. At Kent (Buckeye Tournament) Senior year, with forty colleges participating, he was a member of the only squad that won all eight debates, and won a certificate of merit, SUPERIOR RATING. He was a member of the squad that took a Southern tour to Georgetown, Ky., the University of Kentucky, the University of Tennessee, Davidson College, North Carolina State College, Wake Forest, Duke University, and the University of North Carolina.

He was president of the Denison University student body during his Senior year.

BOOK REVIEWS

Edited by E. RAY NICHOLS, Jr.

REPRESENTATIVE AMERICAN SPEECHES: 1950-1951. Edited by A. Craig Baird; The Reference Shelf, vol. 23, no. 2. The H. W. Wilson Co., New York, 1951. 215 pp.

For those members of the speech profession who failed to hear or read the speech of Horace G. Rahskopf, president of the Speech Association of America in 1950, delivered at the Mid-Century Convention, the inclusion of the speech in this volume provides an opportunity to make up the deficiency. The editor has chosen that speech as one of three in the field of education to merit larger attention and wider reading through inclusion in his annual volume.

As usual, Mr. Baird's editing covers carefully the frontal issues of the year. The United Nations and the Korean conflict are represented by the speeches of Warren R. Austen, Dean Acheson, and Henry Cabot Lodge, Jr. The Foreign Policy section includes speeches which readers will remember because of the critical issues with which they dealt and the nation-wide reaction which they aroused—Herbert Hoover's Our National Policies in this Crisis, John Foster Dulles' United Front Against Red Aggression, Senator Taft's The Basis of an American Foreign Policy, Paul H. Douglas' Foreign Policy, and Dwight Eisenhower's Military Defense of the North Atlantic Pact Nations. It is notable that the speech which received more nation-wide and universal comment than any made during the year, General MacArthur's address to Congress, was not available for selection because of the early publication date of this volume.

Other national figures whose speeches are included under such topics as national mobilization, the political scene, and religion are Ber-

nard Baruch, Harry S. Truman, Eric Johnston, Margaret Chase Smith, and Charles H. Malik, minister of the Legation of Lebanon and delegate to the United Nations. Both Robert A. Taft and Paul H. Douglas have been singled out for the honor of two speeches.

Professor Baird's introduction this year pertains to the judgment of the physical aspects of speaking. He offers the basic criteria for excellence in seventeen principles which he states concisely and then briefly explains. In combination with introductory remarks to other volumes in this series, the editor's comments provide the student a valuable summary of the standards of good speaking.

THE FUNDAMENTALS OF SPEAKING—Gilman, Aly, and Reid, The MacMillan Company, New York, 1951. 608 pp.

Since speech courses are arranged in many different forms and since teachers do not all agree as to the exact sequence to be followed in teaching the factors involved in the speaking situation, the authors of this book have acted wisely in presenting the material in unified sections which can be used in any order desired. The divisions utilized to serve this end have been laid out logically and in conformity with the traditional concepts o the speech situation.

The book makes no effort to introduce new points of view, but restates with clarity and readability the material which has become essential to a course in the fundamentals of speaking. Seven chapters are devoted to the preparation of the speech with particular emphasis upon analyzing the material, dividing it, and adapting it to the speech. The speaker's thought and action is dealt with in five chapters which devote major attention to the physical aspects of speaking.

The remainder of the volume considers the general purposes of speaking, the traditions and background of the field of speechmaking, audience analysis, and types of speaking occasions. Some of the most valuable material will be found in the chapters devoted to the general purposes of speech where considerable effort has been made to provide the student with practical methods and techniques for securing his ends.

Although this particular text devotes less attention than some to the initial adjustment of the beginning speaker to his task, its clarity of composition, its logical divisions and sectional plan together with its adherence to the traditional concepts of speechmaking suggest it as a most valuable teaching aid.

The book is well illustrated, well composed, an example of excellent bookmaking.

DISCUSSION METHODS, J. V. Garland, The H. W. Wilson Company, New York, 1951. 376 pp.

This is the third edition of Mr. Garland's treatise on the types of discussion. Its value in the field of speech and to lay leaders and participants in discussion arises from its comprehensive explanation of the various types of discussion. Because of its emphasis on structure rather than method it falls into the category of the encyclopedia rather than the text book.

Discussion Methods explains the procedure involved in the many varying forms of informal and formal discussion. It sets forth techniques applicable to each, explains nomenclature used, and provides examples of complete discussions.

The coverage of the volume is excellent, ranging through committee deliberations, panel discussions, forums, and symposiums to debate. Among the more recently advanced experimental methods, Mr. Garland includes explanations of Sociodrama and Group Dynamics. For those interested in intensive exploration of the methods of the last two types of discussion it would be necessary to secure the more elaborate information now available from several sources.

This book is a valuable one for leaders and teachers who need quick reference to information on types of discussion and adequate explanation and samples of each.

ARGUMENTATION AND DEBATE. McBurney, O'Neill, and Mills, The MacMillan Company, New York, 1951. 336 pp.

The publication of this text, subtitled Techniques of a Free Society, makes available to the student of controversy a revision of a familiar and valuable book, The Working Principles of Argument, first published in 1932. Glen E. Mills, Associate Professor of Public Speaking and Director of Forensics at Northwestern University, has joined with the well known authors of the first edition in preparing this revision.

An examination of the two editions reveals the careful study and excellent insight which has influenced the production of the new publication. The principles so exactly presented in the former work have retained all of their firmness, but in translating them for inspection between new covers, the authors, through rewriting, rearrangement, and reemphasis, have accomplished a remarkable bridging of the gulf between 1932 and 1951.

The style of presentation, marked by an easy flow of language and a recognition of the place of argumentation in the ever changing complexities of our society, adjusts this book to the lenses of the "pre war student." An important addition to the new volume is the chapter on the responsibilities of the advocate, a pertinent treatment of the ethical requirements to be shouldered by the newly initiated pleader.

Other valuable additions to the book include two chapters on the preparation for argument, the first with emphasis upon reading and research, the second on the place of discussion as a prelude to debate. The two chapters of the original work which presented induction and deduction have been combined.

The authors' point of view regarding conflict between discussion and debate has been set forth in the following extract: "We see no irreconcilable conflict between cooperative group procedures such as discussion or conference and argumentation and debate. If problems requiring group determination do not yield to discussion, if differences of opinion persist after our best efforts to achieve a consensus, debate is the only logical recourse in countless practical situations."

HERBERT L. MARX, Jr., Universal Conscription for Essential Service, vol. 23 No. 2, The Reference Shelf, H. W. Wilson Co.

This is the most recent number of the latest volume of the Wilson Reference Shelf. It is planned to serve as a handbook on the season's high school debate subject.

Mr. Marx has divided the selections included in the book into five separate sections dealing with vari-

ous phases of the high school debate proposition. They are: Man power needs in an Emergency period; Man power for the Armed Forces; Universal Military Training and Service; Conscription for Essential Service; and The Role of Women. The articles included in this reference work are well selected and edited, and give a very good idea of the status of the question. The book should be of considerable value to high school squads debating this topic this season. An extensive bibliography is included in the book and is one of its most helpful features.

BOSTON UNIVERSITY INTERSCHOLASTIC TOURNAMENT

The Third Annual Boston University Individual Invitational Interscholastic Debate Tournament was held on April 28, under the direction of Prof. Austin J. Freeley, University Coach of Debate.

Winner in debate, and receiving possession of the Sneath Trophy for one year: The Holderness School. Members of the winning team who received the Silver Gavels were: Dmitri Nabokov and Frederick Poole. Runners-up were Raymond Devettere and Joseph Dever of Boston College High School.

Winner in Extempe, and receiving possession of the Boston University Extempore Trophy: Cushing Academy. Winner of the Silver Gavel, Baline Taylor. Runners-up, Dmitri Nabokov, Holderness; and Paul Troy, Boston College High.

Winners of the Certificate of Achievement for high rank of the Quality Rating Scale: Shrewsbury, Bar Harbor, Laconia, Orono, Boston College High, Waltham, Cushing, Holderness, Milton, and Lowell.

STATE HIGH SCHOOL DEBATE WINNERS

California: Mark Keppel High School—First and Second places.

Minnesota: South St. Paul 1st; Duluth 2nd.

Ohio: Columbus, North 1st. Dayton, Oakwood 2nd.

B. Division: North Canton 1st; South Charleston 2nd.

Wisconsin: Sheboygan North 1st; Wausau 2nd.

J. Russell Andrus, of the ECA, in Washington, D. C., returned to his Alma Mater for Commencement, and to rejoice with his old debate coach over the victories of the present day debaters who won at West Point this year. Mr. Andrus' daughter, who also is a graduate of the University of Redlands, was married the week after commencement, the family remaining over for this happy event.

Prof. Glenn Mills of the Department of Speech of Northwestern University, Evanston, Illinois, is chairman of the Committee on Selection of the College Debate subject and its statement for the coming season.

Washington State College is making a bid for the National Pi Kappa Delta Convention to be held in the Spring (probably March) of 1953.

Prof. C. J. Burtenshaw, debate coach at Ricks College, Rexburg, Idaho, is on leave this year studying for the doctorate at University of Utah.

Prof. E. Ray Nichols, Jr., formerly of the Speech Department of Oregon has a lectureship at Whittier College this year and will direct the debating in addition to carrying the classes of Professor Harold Lillywhite who has gone to Iowa State Teachers, at Cedar Falls.

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